

**SAFETY**

OCTOBER 1955

*Two Sections • Section One*

# *Education*

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS



**MAKE UP FOR SAFETY**

*See page 2*

**1955 NATIONAL SCHOOL SAFETY HONOR ROLL**

*See pages 19-20*

## EDITOR'S NOTEBOOK

It's that season again. Pumpkins are beginning to appear on grocery displays. And in many store windows there are bright costumes and broomsticks . . . Halloween paraphernalia at which the young fry gaze enraptured as they dream of dressing up for the "tricks and treats" ahead.

For parents and teachers, unfortunately, thoughts of the holiday may instead conjure up a hobgoblin . . . one that rises from the seasonal brew of long costumes, dark evenings, tight-fitting masks, excited youngsters . . . and screeching brakes.

Our feature story this month recounts how one mother . . . and through her efforts the greater part of a large school system . . . has worked out a way to make Halloween a happy rather than potentially hazardous experience for boys and girls. We recommend "Make Up For Safety" as immediate reading. The ideas it details are ones you will want to put to work, not next year, but before this month is out.

Also intended to be of instant assistance to you are:

► "Forum on Fire." See pages 6 and 7 for the opinions of three educators on the subject of children's literature on fire. . .

► "Jr. Fire Department To the Rescue." Turn to page 8 for the full description of how Los Angeles and Cleveland have separately but similarly enrolled elementary school children in Jr. Fire Departments organized in the city schools.

► "Safeguard the Spectator," in which C. W. DeMent of Purdue University sets forth his personal and professional experience on how to protect members of the public from fire and other hazards when your school opens its doors or gates to parents and friends for sport or social events . . . as at that big game this month.

Mr. DeMent's remarks are obviously aimed not only at staffs of elementary schools but rather at every school administrator at every level, and particularly at the high school and college audience. These readers will also find interesting:

► "An Open Letter" (from Marland K. Strasser of the Association of Casualty and Surety Companies to all those connected with driver education) and

► Data Sheet No. 65, covering safety education for the young men and women from your high school classrooms who even now may be earning after-hour change waiting on tables at downtown restaurants or "car hopping" at local drive-ins.

All told, this is a big issue of SAFETY EDUCATION, in fact as well as in feel. And if you haven't noticed the added weight of the copy in your hands, it's caused by the addition of eight pages . . . with each of the eight devoted to the 1955 National School Safety Honor Roll. Largest to date, numbering more than twice as many schools as last year, the Honor Roll may include your own school name. But should your school not appear on this Honor Roll, daily application of some or many of the ideas presented every month in this publication may help you to claim the award come 1956. We certainly hope so.

Alice M. Robison

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Index."

# S A F E T Y

# Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXV No. 2 Section One

Alice M. Robison, Editor

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Chartered by the Congress of the United States

SAFETY EDUCATION is published monthly, September through May, in two sections, by the National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. Entered as second class matter, September 15, 1935, at the Post Office in Chicago, Illinois, under the act of March 3, 1879. Copyright, 1955, by the National Safety Council. Printed in the U.S.A. Subscription price \$3.50 a year. Reduced prices for quantity orders.



*Below: A young artist takes a turn with the make-up and gives this small lady the face of a witch. Friend tiger watches with interest. Right: These boys and girls are busy drawing posters to publicize the Halloween make-up scheme. Far right: two boys at Brighton school, Seattle, take a pledge to be safe at Halloween.*

## Make Up



This Seattle mother had an idea—a good one—plus the energy to make it work.

You can start a program like this through your school PTA too, and make Halloween a safe, as well as fun-filled holiday for the children in your community.



**I**T'S Halloween night. Small ghosts, goblins and witches are prowling the neighborhoods. Clutching huge shopping bags full of "tricks and treats," faces masked, a group of them runs gaily into the street.

There's a screech of brakes . . . and a scream . . .

The result—often, tragic death—is all too familiar to all of us. But in 1953 the memory of one such accident particularly affected Mrs. Arnold Waring, a conscientious Seattle mother and member of the PTA of her son's school.

She went to work on the problem, came up with an idea. The result: Make Up For Safety, a new synonym for Halloween fun in Seattle, where Halloween faces are applied with make-up instead of masks and children go about their



# For Safety

by Beverly Thompson



October 31st fun with full vision, and, consequently, greater safety.

The program, which has brought about a near-revolution in Halloween costuming for Seattle youngsters, has been widely hailed in that city and has even attained nation-wide recognition. Here is how it all came about:

Five-year-old John Waring, a kindergarten student at Queen Anne grade school in Seattle, wanted to have an afternoon Halloween party for his friends. His mother, Mrs. Waring, wanted him to have the party too. But fresh in her mind was the story of an accident that had happened only a year before in Seattle, when a small child whose Halloween mask had slipped out of place had stepped into the street and been killed.

She says: "I found that planning a party for kindergartners is a lot different than for nursery school-ites who always come and go home by car-pool. Children this age have a new sense of the freedom of 'walking alone,' and I couldn't think of their walking over and home from John's party with masks over their eyes. Even cutting larger eye holes in the masks didn't seem sufficient. The masks could still slip and slide, poke the eyelashes and generally act as blinders."

Mrs. Waring decided to make up the children

for the party, thus transforming them into the exciting, weird creatures they love to portray on Halloween night. And it seemed to be such a good idea—and so much fun—that she told the school PTA about it. They became enthusiastic, decided to promote make-up instead of masks throughout the school, stressing the economy and fun, but chiefly the safety elements involved: increased vision, plus safety from fire and falls as well as from germs, which might be contracted in switching masks from one child to another.

Others throughout Seattle heard of Thelma Waring's idea, and it began to take hold outside of her own PTA. The Seattle-King County Safety Council took it up with zeal for a city- and county-wide Halloween *Make Up For Safety* program. They used Mrs. Waring's help in preparing picture slides of children being made up, and scripts, and put them on television and radio for a week and a half prior to Halloween. Mrs. Waring also demonstrated her ideas, using school children as models, over several TV programs.

The University of Washington also lent its help. The make-up division of the University drama department, under the direction of Alanson Davis, made many suggestions, one of which was that if a thin coat of cold cream were applied to the skin first, the make-up could be more easily removed. They also lent expert advice regarding allergies, sanitation and other questions which parents wanted answered, and made many demonstrations before PTA groups and in schools. Newspapers gave space, including pictures, and helped the idea to snowball.

Meanwhile, Mrs. Waring's own PTA was trying to devise a method of making up all the girls and boys in the school for the children's annual Halloween parade from room to room. For this important event, in which the children get all dressed up in Halloween costume, it was decided that the PTA would provide make-up, and mothers would apply it. A box of colored



## Make Up For Safety

*Continued from previous page*

theatrical "moustache sticks," (eight for 75c) was purchased from a costuming house. Mothers donated eyebrow pencil, facial tissues, cold cream and a full stock of imagination. In advance, permission slips were sent home to parents by Principal George Ryals for signature and notation of any allergies. (Only one parent refused to let her child be made up.)

Two mothers were assigned to each room. The children put on their costumes in their schoolrooms, as they always had done, and came out into the hall two at a time to be made up. What fun for them and the mothers, who were at their creative best! Small spirits, ghosts, pirates, bums, clowns, Indians, old men, Chinese and Japanese, gypsies, grand ladies and devils were turned out one after another. "It took exactly 30 minutes to make up the 400 children enrolled, and we knew when they left the school to walk home they would be able to see clearly!" Mrs. Waring recalls. (The principal said there was less confusion, too, than in previous years when masks were used.)

Costume safety was integrated with the entire program. Safe use of pins, correct costume lengths, use of shopping bags with arm handles to carry treats so that both hands could be free, and every protection against a child's getting unnecessarily chilled just to show off a costume, were considered. The adults found that children were not so concerned with an elaborate costume if they could just have their faces made up!

Similar programs were carried on at other schools in the city. In fact, *Make Up For Safety* proved so successful that Mrs. Waring was given the Seattle-King County Safety Council Traffic Safety Award for 1953.

Still, she could not keep from expanding it in her own mind all the following winter. As a result, she started earlier in 1954 to make it again a city-wide success.

She started as early as July to concentrate on community-center Halloween parties sponsored by the Seattle Park Department. A visit with Miss Pearl Powell, director of the Seattle Park Department fieldhouses, with an explanation of the idea, resulted in Miss Powell clearing

the way for a similar make-up program at these community parties.

Then, in September, 1954, because of her intense interest in *Make Up For Safety*, Mrs. Waring was offered the post of safety chairman for the Seattle PTA Council. Delighted, she accepted it, and recalls, "From there I was able to start coordination of *Make Up For Safety* activities by the School Board, Seattle-King County Safety Council, the safety council's women's division, the Park Board, the Fire Department and the Seattle traffic division of the Police Department."

In early October she called a meeting of all safety chairmen for local PTAs. With the aid of a make-up crew from the University of Washington drama department, she gave a demonstration on how to apply make-up so that safety chairmen in turn could show the members of their local PTA groups how to do it. Students specializing in make-up from the drama departments of eight Seattle high schools were also at the meeting, excused from school to attend. Each school was given a make-up kit containing cold cream, clown white, colored moustache sticks, eyebrow pencil and facial tissues. Later on, they provided themselves with several additional make-up kits, as the press of demonstrations at PTA meetings and schools grew stiff.

"It's proved a wonderful experience for these high school drama students, who usually operate behind the scenes," says Mrs. Waring. "These demonstrations gave them an opportunity to get out in front of a group where they could show off their skills and get experience in public speaking as well."

Mrs. Waring learned that one school had an active make-up club of about 100 students who were willing to help. She was certain her idea was "in" with the high school set when make-up instead of masks was used at another high school's annual Halloween dance!

Junior high school students were encouraged to do library study to find and interpret characters that have historical significance, such as Indian scouts, tribal markings, and so forth.



Students at Ballard High School took up the Make Up for Safety idea, are shown here practicing with the theatrical greasepaint to publicize their Halloween dance, where all students were asked to wear fancy dress and make-up.

At the same time Mrs. Waring worked with Dale Goss, art director of the Seattle School Administrative Center, who organized a poster project for the fourth, fifth and sixth grades of 79 Seattle elementary schools. The posters were used for publicity purposes in the downtown area as well as in the neighborhoods, carrying such messages as: *To See Or Not To See; More Fun—See Everyone; No Danger of Fire—In Make-Up Attire; Eat Each Treat—Still Look Neat; Take a Safety Vow—Make-Up, That's How; and Funny You—Be Funnier Too.*

The program even extended to pre-schoolers. Mothers of these youngsters held parties in their homes providing make-up as the entertainment—a natural!—and in some instances, to the delight of the children, they were allowed to apply it *themselves*. The mothers found that two- and three-year-olds have lots of imagination and creative ability if mirrors are placed low enough and *wired* in place.

On October 22, Mrs. Waring was asked to travel to New York to appear on Arlene Francis' *Home* show, over NBC-TV, and explain her program to an estimated 2,000,000 listeners nation-wide so that the whole nation would be apprised of the program.

When Halloween was over last year, Mrs. Waring could look back on a full and productive project completed. Innumerable demonstrations had been given around the Seattle area—in schools, children's homes, at PTA meetings (to show mothers how easy it's done), and at civic clubs, where dads could be educated. The newspapers, radio and television, who gave space and time generously, had increased the impact of the program. *Make Up For Safety* had become the accepted practice. The value of the program was proved again

when a small girl was injured in a traffic accident on that Halloween night—because a mask had blinded her vision, and she didn't see the car approaching.

Even now, with her program a full-fledged part of Seattle's safety program for youngsters, Mrs. Waring is making still more plans.

"There is still much to be done to show the mother who has not seen a demonstration how easy, how safe, and how much *fun* it is to *Make Up For Safety*," Mrs. Waring maintains. She adds, "I feel that this idea is just as good for any other town in the United States."

These are extensive results from a simple idea, arising originally out of a five-year-old's Halloween party. The results came primarily because Mrs. Waring added imagination and energy, and wasn't hesitant about contacting people. In Seattle, they recommend the program highly. Your PTA, and your city, might make good use of this idea too, and save a lot of painful Halloweens for children whose vision might be obscured behind the traditional masks.



#### ON THE COVER

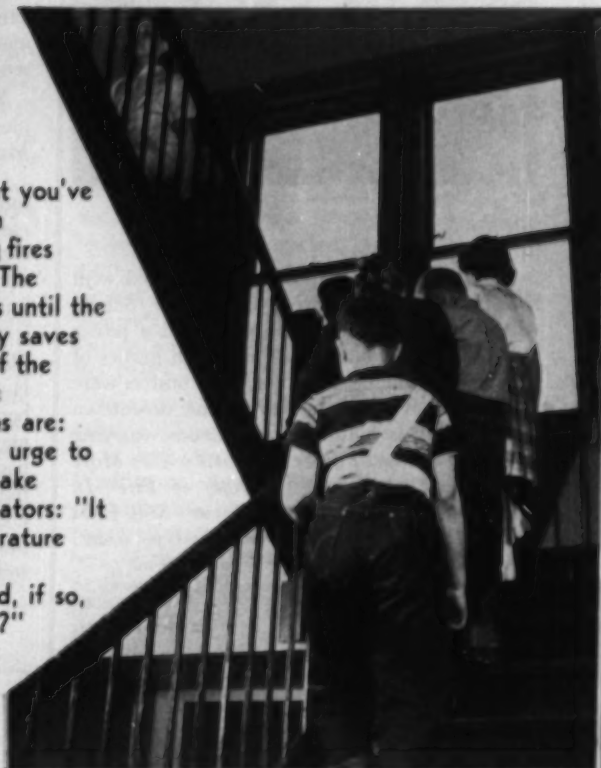
Turning little boys into junior spooks and clowns for their Halloween fun, using make-up instead of masks, is Mrs. Arnold Waring, Seattle housewife who originated this entertaining, and safe, new program in Seattle's schools and parks. John Waring, six, at left, dressed as a clown, gets some pointers as he watches his mother make up his school-mate, Allan Hannawalt, seven, into a pirate.

Mothers have enough equipment (as lipstick, eyebrow pencil, and so forth) right at home to make their children's faces into any character desired—but, caution the experts, they should be sure to apply cold cream to children's faces first, or they may have trouble getting the make-up off afterwards.



Pictures left and below: Students practicing a fire drill in Lincoln School, Highland Park, Illinois, correctly pass back a hand signal from the leader on reaching a "block." In seconds, the child bringing up the end of the line will turn around and lead the class back up the stairs and to another exit as pictured below.

This is fire drill and deadly serious. But you've all seen the stories written for children which describe fire . . . great, destroying fires . . . in exciting, breath-taking detail. The heroine is usually trapped in the flames until the last minute, and she (or he) frequently saves the life of someone during the course of the blaze. All this can seem very romantic and exciting to children. The questions are: Is it too romantic? Does it create an urge to play with fire, to start a fire for the sake of excitement? We asked three educators: "It has been said that most children's literature glamorizes fire to the extent that it is poor education. Do you find it so, and, if so, how do you compensate for this fact?" Their answers are printed here, in our



## Forum On Fire

**DALIBOR W. KRALOVEC**  
Asst. Director, Charge of Safety  
Division of Physical and Health Education  
Philadelphia Public Schools

Yes, children's literature does tend to glamorize fire. But then, what small boy or grown-up does not thrill to the excitement of the fire gong, the racing of the fire engines, the battle with the elements? It is my opinion that a fire, whether real or vicariously experienced in literature, can be a powerful motivating factor in the teaching-learning situation for fire prevention. I believe teachers should seize upon such

literature as a challenging opportunity to capture the natural interest of children to develop the lessons of fire prevention.

In the Philadelphia public schools, fire prevention education is a year-round effort designed to reach all children at all levels. Student and community participation in fire prevention activities is at the heart of this effort. Emphasis is given to a broad, comprehensive program in fire prevention, which includes regular instruction and activity via the course of study, integration of fire safety in the various subject fields, regular and city-wide fire drills, notices



to parents and community, home safety check lists, inspections and surveys, seasonal emphases, demonstrations, visits of firemen regularly assigned full time to the schools, visits to fire houses and other installations, assembly programs using a wide variety of activities and media, posters, slogans, bulletin boards, scrapbooks, films, radio and television programs, the

Junior Fire Department organization and special activities of the Citizens' Council on Fire Prevention in Philadelphia.

Personally, I believe we can discount any adverse effect of literature which would seem to glamorize fire if a well-planned and vital fire prevention program is in operation●

**DOROTHY G. TARABA**  
*Teacher on leave from*  
*Chicago Board of Education*  
*Chicago, Illinois*

Fires naturally involve tremendous emotional impact for both children and adults. The literature available for children in the elementary school is somewhat limited. That which has come to my attention has been most interesting. It has stimulated them to do more supplementary reading, and provided them with sufficient motivation to write and discuss stories of their own experiences.

When learning is coupled with interest and lies within the personal experiences of the child, it is retained as meaningful and useful material. Often the remedial reader has found stories on fire and safety in easy reading books, and has made great strides due to the interest involved therein. I have used a highly criticized film on fire with great success, namely "The Torch." The children refer frequently to this film, which has high emotional impetus, and their frequent reference indicates a lasting and healthy concept produced by the film.

I do not believe material on fire is "poor education" when it motivates children to practice the Three R's. There never has been a fire, from small bonfires to huge, devastating fires, viewed by a child, which kept him calm and disinterested. Fires are exciting! The emotional stimuli from them increases the learning process●

**RAY DONNELL**  
*Special Teacher*  
*Health, Physical Ed. and Safety*  
*Darien, Conn. Public Schools*

It has been said that most children's literature glamorizes fire to such an extent that it is poor education. In the small survey I conducted, the teachers as well as the children didn't find this to be true. The teachers report that they are very careful to give a moral value to any type of story where a young mind might misconstrue the real meaning.

Fire gives us warmth; prepares food for consumption; in some instances provides light; cheers a lonely vigil and could be a protection; and sends a point of light heavenward on the altar of a sanctuary. It can provide excitement and awe if out of control, or cause us bodily harm or pain through careless handling.

When children play with matches it is *curiosity*. When adults fall asleep while smoking in bed, or discard a lighted match or butt, it is *carelessness*. When children or adults pull a fire alarm switch without cause or deliberately set fire to a structure, it is through lack of *respect* in one form or another.

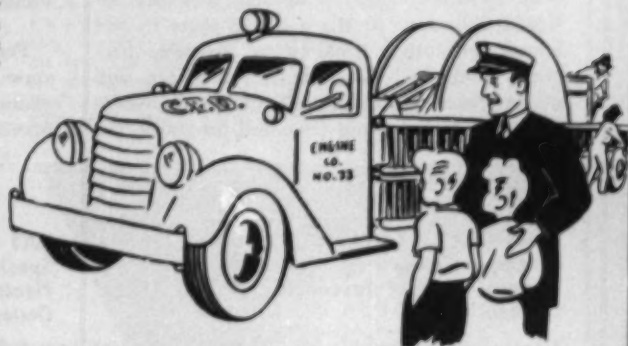
If it is still felt that glamorization of fire in literature is so strong as to be poor education, perhaps it is time to teach more *respect* for property rights; bring to light the hidden dangers of day-by-day living and expose the sin of *carelessness*. Also, we may have need for more classroom experimentation to satisfy Old Man Curiosity●

Left to right: Dalibor W. Kralovec, Dorothy Taraba, Ray Donnell, educators whose opinions on literature about fire are printed in this Forum-in-Print.





*If you can't control them, organize the youngsters, thought Los Angeles firemen some years back. They formed the Junior Fire Department, made the children a part of the fire prevention program — with amazing results.*



## *Junior Fire Department To The Rescue!*

*by Cecil G. Zain  
Supervisor of Safety  
Los Angeles Public Schools  
Los Angeles, California*

**L**OS ANGELES firemen are taking advantage of the "hero worship" they inspire in children. They are using it to educate those children in fire prevention.

With the cooperation of school officials, Los Angeles firemen have formed a Junior Fire Department, signed up half a million children in ten years as Junior Firemen. And each one of these children achieved his rank and membership through special interest in fire prevention, and cooperation in home fire hazard prevention.

The idea for the successful and rapidly-expanding program began in the mind of John H. Alderson, chief engineer of the Los Angeles Fire Department, some years ago. He had a conviction that costly, raging fires would continue every year, demanding ever newer fire equipment, always more and more men, millions upon millions of dollars in losses—unless something was done to start an all-encompassing educational program in fire prevention.

The best place to start, he reasoned, was in the schools, for here was a reservoir of our responsible citizens of tomorrow. The only way to attack the fire problem and try to control the increasing number of large fires, was to go to the youth, to teach boys and girls during their

developmental and pliable years the rules of fire prevention so that the learning would have a full effect and lasting value through their later years.

Says first assistant chief engineer Marvin E. Meador of the Los Angeles Fire Department, explaining Alderson's view, "Proper training of our young will give us a safety we can never furnish with men, money and equipment, for it will come from knowledge and habits within the individual, the most precious unit of a democracy."

When World War II was declared, the problem became even more imminent. Along with the first groups of young men going into the services, went hundreds and hundreds of firemen. When they left, the Fire Department had to re-trench, gather their forces to use most efficiently the men they had. The time-consuming small fires, the false alarms, the maliciously-set blazes had to be eliminated or greatly reduced in numbers. As the war progressed, something had to be done, and they approached school officials and civic organizations.

They received a cordial response, and in 1944, with the cooperation of public and parochial elementary school administrators, the Los Angeles Junior Chamber of Commerce and a small group of carefully selected members of the Fire Department, the "Junior Fire Department" was formed. It was planned with fifth and sixth graders in mind, and the program has consistently been placed in those grades because

**World War II-depleted ranks of Los Angeles firemen just couldn't handle the rash of small fires and false fire alarms coming in ten years ago, and fight the big fires too. So they got together with educators, formed the Junior Fire Department to train youngsters to prevent fires, get them actively interested in a project that is paying Los Angeles big dividends in lives and property. . .**

it is felt children of this age are particularly receptive to and interested in the subject of fire, they understand the rudiments of fire prevention, and, as related to the home, can be effectively directed if properly instructed by well-equipped persons.

To obtain membership in the Junior Fire Department is a learning experience. Each child who becomes a member must earn his membership—top positions in the department go to the children who do the best work, auxiliary positions are distributed through each school and right down to every fifth and sixth grade classroom, so that every child has a personal touch with this activity.

The actual fire prevention education is carried on jointly by the individual fifth or sixth grade teacher and an inspector from the Fire Prevention Bureau, who makes four visits during the year to each school. At each visit, wherever possible, all members of the fifth and sixth grades are assembled together.

During his first visit in the fall semester, the inspector lectures on home fire hazards, shows a related motion picture, and leaves enough home fire hazard check sheets for each child in the program. The students are asked to take the check sheets home, and, with their parents, check their own homes for the hazards indicated. When they return with their check sheets to school, the teacher has each child write a composition, prepare a scrapbook, build models or draw posters on some phase of home

fire safety, or on what fire prevention means to them. These projects are judged, and an outstanding student from each of the two grades is selected.

When the inspector makes his second visit of the fall semester, he presents gold metal badges to the two students whose projects were judged best. The sixth grader becomes a Fire Prevention Engineer; the fifth grader, a Deputy Fire Prevention Engineer for his school. Another motion picture is shown, together with a review on home fire hazards, the proper method of contacting the fire department, use of the street fire alarm box, legal hours for burning rubbish, and so forth.

On the third visit, the inspector brings to the school enough material to be used during the entire spring semester: he brings a question and answer booklet on fire prevention to be used as a text, a true-false membership test, membership cards (to be issued to all participants who grade 75 per cent or better on the true-false test), Junior Fire Department manuals, outlining and illustrating common fire hazards to each boy and girl who earns a membership card, and a number of fire hazard correction blanks to be filled in when fire hazards the child has pointed out are actually corrected. The inspector also brings with him a number of Junior Fire Department inspector's badges, one to be given to each member who has corrected at least five hazards. The badges are issued as soon as the child corrects the required number of hazards.

Between the fire inspector's visits, the teacher instructs the children from the text, administers and grades the tests, issues membership cards when the tests are passed, tabulates the results of the fire hazard correction sheets her pupils are bringing in, issues inspector's badges to those earning them and determines the higher award winners.

The overwhelming majority of the children can easily pass the test, thereby making them members and active participants in the program.

On his fourth visit, the inspector awards badges to those children who deserve them. The child who has had more hazards corrected than any other pupil in the school gets a title and badge of Battalion Chief. The boy or girl who has corrected more hazards than any other pupil in his room becomes a captain, with a badge, and his runner-up in each participating room is given the rank of lieutenant.

The children are allowed to count only the fire hazards they have found and corrected in their own homes or homes of relatives. (The Junior Fire Department Manual gives advice on

how tactfully to inform others of fire hazards in their homes.)

When all the members—inspectors, lieutenants and captains of the Junior Fire Department—in each school have been chosen, it is the principal's turn to select the pupil who has done the most to help the program, give him the title of Junior Fire Chief. As Junior Fire Chief, he is eligible to go to the Junior Fire Department picnic, where there are games, food, and prizes galore for all. Last year, almost 450 Junior Fire Chiefs enjoyed the fun at the picnic.

High spot of the program is the selection of the Chief Engineer, the Deputy Chief and eight assistant Chiefs, made from all the elementary schools of the city on a merit basis. They, with their teacher sponsors and principals of their school, are given special honors at an official banquet arranged by the Los Angeles Junior Chamber of Commerce and fire officials.

Effects of this program in the elementary schools have been noticeable throughout Los Angeles in a decrease in the number of small fires, a lessening of maliciousness with fires and the amount of false fire alarms turned in, and an increased respect for the fireman's badge and the fireman's problems.

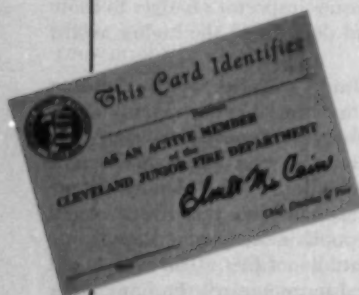
In the ten years of the program, half a million children have qualified for the Junior Fireman's Badge. Last year more than 62,000 boys and girls in 424 elementary schools were trained in fire prevention knowledge. They made some 160,000 home hazard corrections. And an even more striking statistic: the program costs less than one dollar per child, in-

cluding materials and salaries!

Prior to September 13, 1954, the program was carried on only in those elementary schools which were within the Los Angeles city limits, the jurisdiction of the Los Angeles City Fire Department. With the cooperation of Dr. Louise Seyler, assistant superintendent of the Central Elementary District, this program has been extended to other schools in the area surrounding Los Angeles. Each school is cooperating with its local Fire Department. The Junior Fire Department Manual was revised by each community so that rules would conform to those of the community.

For communities that want to start a program similar to this one, four steps are suggested. First, write for information from cities that already have the program in force, to find out exactly how we or they are going about it. Second, get together with your own fire officials and develop a mutual understanding of the problems and objectives of both your agencies. Third, acquaint the city fathers, the PTA, and other civic groups with the proposed program and enlist their support. Fourth, plan, organize and initiate the program with full participation of all concerned.

We believe that, after working with this program as we have, your school officials, together with the fire department, will feel it is worth the effort. Children, adults, *all* of us have a responsibility for fire prevention. A child who learns this responsibility early—not only about what to do in case of fire, but how to *prevent* fires from starting—will carry it with him the rest of his life.



This identification card is shown by the Cleveland student to each householder before he asks the householder to fill out the home fire hazard check list.

### Cleveland Jr. Fire Department Reducing Fires Too

In Cleveland, too, the Fire Department has launched a "Junior Fire Department" program, claims that an 18.3 per cent decrease in fires in 1954 over 1953 is due largely to its program in the schools. In Cleveland, as in Los Angeles, sixth graders take part in the program because "a boy or girl of this age is the most sincere and reliable for this work."

In Cleveland, as in Los Angeles, the program is based on instruction by firemen in the classroom [in Cleveland, this is monthly] as well as home check sheets. But whereas in Los Angeles the student is encouraged to make fire hazard checks only in his own home or in those of relatives, Cleveland students are urged to canvass their neighborhoods with the check lists, get as many filled out as they can.

In addition to indoctrinating the children with good fire safety habits, says Lieutenant John J. Berichon, of the Cleveland Fire Department Bureau of Public Relations, there is a tendency for some fire safety precautions to rub off on parents and neighbors, thus providing family homes with life-saving information.

The program in Cleveland has "achieved a success exceeding our fondest hopes," according to Lt. Berichon. Approximately 164,000 homes inspected were lacking in some fire safety fundamentals.

# Safeguard The Spectator



This is the season of the "big game" . . . with its attendant big crowds and possible big headache for the school administrator. If you would avoid accidents, bad publicity, and public liability suits, you must take special steps in advance to safeguard the spectator.

*says C. W. DeMent  
Safety Engineer  
Dept. of Safety and Security  
Purdue University*

**T**HE time is several years back. The place: Churchill Downs and the annual running of the Kentucky Derby. There's a college boy outside, looking—and wanting—in. But the general admission price is pretty steep. And the track is completely surrounded by a cyclone type fence with barbed wire on top. Track officials patrol the entire area.

But wait: in one spot, track patrolmen have backed a truck up against the outside of the fence. For \$1 (as against \$3.60 general admission) the patrolmen will look the other way while the boy (as others have) climbs onto the truck and over the fence. The boy tries it . . . and gets caught in the barbed wire on top.

I know whereof I speak. I was that lad; I still carry the scars I got climbing that fence in my college days. What's more I'm reminded of the incident every now and then. As last year, when a crowd was gathering for a Purdue

football game and we discovered some lads trying to sneak through a loose place in our fence . . . from which they would have had to jump down some six feet. One of them could well have been injured in the jump.

What has this to do with you and with campus safety? Just this. Some time this year . . . perhaps this week or month . . . your school is going to sponsor some sport or social event which will attract crowds to your school premises. Do you, as a school administrator, realize the extent of your responsibility for the safety of individuals in that crowd . . . both for those who pay and those who don't? Do you know how to insure the safety of spectators?

It seems logical to look at this problem in three separate time phases: first, preparing for the crowd; second, while the crowd gathers; and third, while the event is in progress.

Preparing for the crowd is perhaps your most important step. For this phase includes removing physical hazards from the premises plus all of the planning for handling the people. Where possible, this phase of crowd safety should start on the drawing board, with the



*Below: A group of college safety experts at the Second National Conference of Campus Safety get together for a picture. The Conference was held at the University of Minnesota last spring.*



Mr. DeMent's remarks on safety considerations in the management of crowds were originally directed to the Second National Conference on Campus Safety, held at the University of Minnesota last April. At this three day meeting delegates considered many phases of college and university safety . . . including such important matters as public safety, fire prevention, occupational hazards, security problems, emergency care and housing.

College safety engineers will find all proceedings of the April meeting helpful in their jobs. Moreover high school administrators may discover that many of the matters discussed in Minnesota have direct application to safety on the secondary campus. The entire proceedings of the Second National Conference have been published as Safety Monograph for Colleges and Universities, No. 4. For your copy, as well as for Safety Monograph No. 3, *Survey of Accidents to College Students*, write the School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois.

design for a new stadium, music hall or other place of public assembly. Unfortunately however, most of us must operate with an already completed plant. So our planning for safety must start with what we have.

This makes our first step a complete safety inspection, made several days or weeks before the date of the event. Inspection is particularly important for an area used only seasonally, such as a football stadium. Inspection of such an area should include:

- ▶ checking bleachers and permanent stands for structural weaknesses, split or broken seat-boards.
- ▶ checking for defective electrical equipment.
- ▶ condition of exit facilities, approaches to entrances and exits, walking surfaces.
- ▶ fire equipment and first aid stations and
- ▶ concession stands.

Any hazard discovered in this inspection should be corrected before the season opens. All equipment removed after the previous season should be replaced. Moreover, and as already indicated, the school administrator should make sure that the fence (around a football stadium in particular) is tight enough, high

enough, and well enough patrolled so that there will be no temptation to "sneak in."

In a fieldhouse, exit and exit lights, aiseways, stairways, fire doors and P.A. systems should also be inspected. Repairs should be made as necessary. Emergency lighting circuits should be checked . . . and emergency lighting from a secondary power supply should be provided for if at all possible.

In a theatre additional items to be checked include fire curtains and stage settings. (You want to be sure the latter do not obstruct stage exits, fire equipment or the operation of the fire curtain.)

Your pre-planning should also include selecting and training the men who are to control and direct your crowd. Most schools do not have full-time ushers, ticket takers, or sufficient regular police to handle peak crowds. We must depend on students or staff members to take on these special duties; this makes advance instruction very important. The persons handling these duties must be fully aware that they are assigned not only to direct the crowd but also to insure the safety of every individual present. They should not lose sight of this responsibility in their eagerness to get cars parked, people



seated, and the whole job done.

You can make the job of these students and staff members easier if you will supply them with proper identification. A man in ordinary dress with no identifying marks of authority who starts giving orders to the public may be disregarded or shoved aside. A complete uniform is the best way to indicate who is in charge; if this is not possible, an arm band, large lapel button or cap is an absolute minimum.

Your planning should also include keeping local police and fire officials informed of the schedule of events which will attract crowds. Frequently, as in the case of football games, full cooperation of local and state police may be necessary to control traffic enroute to the event.

The public address system may play a vital role in controlling panic in case anything does happen; there should be full understanding with the P.A. man as to what he will do in case of emergency and what instructions he will give to the crowd. If an emergency lighting system is in use, the P.A. system should be connected to this power supply.

Your advance safety preparations should also include determination of safe capacity of the building or stadium. Loose chairs or persons standing in aisles can add to confusion in case of emergency in theatre or stadium. Ballroom capacity should be limited by exit facilities as calculated from standards given in the building exit code of the National Fire Protection Association.

Decorations should also be checked before your crowd arrives . . . these can frequently be a problem at student-sponsored dances or shows where young people have done their own decorating. A few years ago a prom committee at Purdue ordered large quantities of Spanish moss to festoon ballrooms and corridors of our Union Building. They had been assured it would be fresh, live moss when received. It arrived only the day of the dance and was installed immediately throughout the building. A concerned building manager called in the safety department just to check. Sure enough, the moss had dried out in transit, was like so much excelsior. Fortunately, there were a few hours left before the dance in which the moss could be sprayed with a solution of borax, boric acid and water and thus flameproofed.

Your pre-planning for your event should have been concluded before the date of the event itself. For *while the crowd gathers* you face your second phase of safety. It is now that

ushers, ticket takers, traffic men and police must cooperate to see that last minute changes have not voided some of your planning . . . or that the crowd does not create hazards for itself.

Individuals in such a crowd are frequently in a holiday mood, perhaps a trifle impatient. They do not always consider their own safety as they should. Thus traffic control men must see to it that parking is orderly and under control, that pedestrian lanes are open and protected, that fire and emergency roadways are not blocked. When cars are parked side by side, people who have just parked must be cautioned not to open car doors until the next car has stopped. Pedestrians must be kept in their lanes and out of the way of incoming cars. Ushers must assist people to seats promptly and courteously, giving particular assistance to the handicapped or infirm. They should try to prevent pushing and crowding.

If, in spite of your careful planning, a larger crowd turns up than can be accommodated, police, ushers, and ticket takers must keep the crowd which cannot be admitted under control, not let a stampede get started. (Here again, advance planning plus cooperation of all agencies is involved so that a second showing can be announced or other arrangements made to pacify those turned away.) This is not so likely to happen at a stadium, where a sellout is announced in advance. But it may happen at a theater where there are no reserved seats and where there is a large ticket sale at the door.

While your crowd assembles, a last minute check should also be made to see that some special arrangement for this event has not blocked an exit or covered a fire extinguisher. For example, a traveling show may pile trunks or spare scenery in front of theater exits or fire equipment. Likewise, in a stadium or fieldhouse a special float intended for a half-time show may be positioned where an exit or emergency lane is blocked. Such situations should be corrected before fire curtains are raised or spectators allowed through the gate.

Once your crowd is in place and the event under way some of your personnel may relax. But others must remain alert and ready as long as *the event is in progress*. First aid facilities, for example, get most of their business during an event. During a football game at Purdue our first aid crew is kept busy almost constantly caring for minor cuts, bruises, blisters, foreign bodies in the eyes and the like. But they may also transport to the hospital an occasional emergency case.

*Please turn to page 48, column 2*



Four Congress attractions at the School and College sessions (top to bottom) will be: David L. Arm, manager, NSC Industrial Div.; Norman E. Borgerson, chairman, School and College Conf.; Hedwig S. Kuhn, M.D., Kuhn Eye Clinic, Hammond, Ind.; and Edward R. Abramowski, coordinator of elementary physical education, health and safety, Erie, Pennsylvania, schools.

**A**CAREFULLY rounded program, planned to give each delegate all the practical help possible in his problems of safety education, to give him a deeper insight into the broad problems of safety education, to inspire in him a conviction of the tremendous need for education of the young in safety . . . these are the goals of the 1955 School and College sessions of the National Safety Congress.

Whatever you are . . . for example, a first grade teacher . . . a high school shop instructor . . . a college professor . . . a principal, a school superintendent, or just a parent . . . you will not be able to go away from the Congress without feeling you have had real help with your safety education program. For each of the sessions, to be held at the Morrison Hotel in Chicago from Monday, October 17, through Friday, October 21, has been planned with you

# Wanted: Your Presence In Chicago

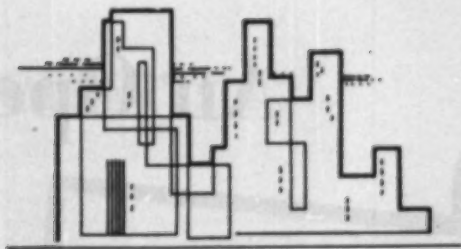
in mind, no matter what age group you work with in safety education.

Youth itself plays a real part throughout this year's Congress. At the National Safety Congress' annual meeting on Monday morning at the Conrad Hilton Hotel, following an address by Major General Paul F. Yount, Chief of Transportation, U. S. Army, will be Betsy Evans, outstanding 1955 graduate of Buchtel High School, Akron, Ohio, who will read her essay, "I Speak for Democracy." The essay made her one of the four national winners of the Seventh Annual Voice of Democracy Contest, sponsored by the National Association of Radio and Television Broadcasters, the Radio-Electronics-Television Manufacturers Association and the United States Junior Chamber of Commerce.

More teen-agers will attend the School and College sessions, adding their ideas on safety education to the Monday evening free discussion session, *How to Make Safety Respectable in the Minds of Teen-Agers*. They are: Robert Dyk, Denver, Colorado, winner last year of the 10th annual Knights of Pythias Award for Public Speaking; Albert Rees, Breau Bridge High School, Breau Bridge, Louisiana, president of the newly-formed Louisiana Youth Safety Council, and Donna Mulhearn, secretary of that organization.

Last month we told you of the special interest group sessions and free discussion groups which will be held Monday through Wednesday, and which will tackle both the broad aspects, and specific problems, respectively, of safety education. Led by groups of well-qualified safety educators from all over the nation, they should give you concrete help in your safety program, make your understanding of the basics of safety education even more clear.

On Thursday, the Congress turns its attention to two specific fields: Driver Education and College and University Safety. The morning driver education session, presided over by Cecil



## October 17-21!

G. Zaun, supervisor of safety for the public schools of Los Angeles, California, will deal with the place that driver education should take in the community, a subject especially important in these times. The ever-present problem of financing driver education will be next explored by a panel of four safety educators led by Forest R. Nofsinger of Northwestern University Traffic Institute.

The afternoon session will take up what six colleges and universities are doing in preparing young teachers for driver education work—the institutions to be represented are Iowa State Teachers, Brooklyn, Iowa State, Illinois, Michigan State and Pennsylvania State. Later, public relations in driver education work will be looked at from the viewpoint of what driver education associations, teen-age groups, agencies and schools are doing to help the public understand more about teaching young people to drive. The session will be followed by a public relations demonstration by Frank Burrows, magician and safety engineer with the Motor Transportation Division, National Safety Council.

Thursday morning college and university sessions will first explore college safety programs throughout the nation. Speaker will be David L. Arm, manager of the Industrial division of the National Safety Council, who formerly was dean of the College of Engineering, University of Delaware. Problems of protecting the eyes of students and personnel will be outlined by Hedwig S. Kuhn, M.D. In the afternoon, the college safety department will be on the spot. A symposium of university officials representing the architect's office, the physical plant department, the dean of students and the business office, will join together to tell what they expect from the college safety department.

If your field is not directly concerned with either driver education or college safety, you may wish to attend Thursday morning sessions of other sections of the Congress. A symposium

on making safe practices effective—through parent education, training the worker in industry, working through youth groups, will be a part of the Home Safety meeting Thursday morning in the Conrad Hilton Hotel.

Saving children from death by accident will be the subject of a joint session on Thursday afternoon. The session is sponsored by the School and College, Farm, Home, Traffic and Transportation and Women's divisions of NSC.

A new arrangement at the School and College sessions will make it easier for delegates to contact colleagues, to receive telephone messages, ask questions and clarify meeting schedules during Congress week. Room 528 of the Morrison Hotel has been set aside as a Headquarters Room for School and College delegates, and there will be someone from the School and College staff, National Safety Council, on duty there from 9 a.m. to 5 p.m. to answer questions and help anyone who wishes help. On Monday, the Headquarters Room will be open from 2 to 5 p.m.

A special premiere of the School and College division's three new films in the secondary school safety series, *Noontime Nonsense*, *You're in Charge*, and *Six Murderous Beliefs* will be held Sunday afternoon, October 16, at 4 p.m. The films will again be shown in the Headquarters Room on Tuesday and Thursday at 4 p.m. Safety films for schools produced during the past year may be previewed on Wednesday beginning at 4 p.m. and extending into the evening. The 1955 award winners of the National Committee on Films for Safety may be seen on Tuesday evening at 7:30 p.m.

It promises to be a full week, a week of "Thinking for Safe Living," a week of education, discussion and inspiration that no one interested in safety education can afford to miss.



Left: Betsy Evans. Below: Albert Rees, and Donna Mulhearn of La. Youth Safety Council with R. A. Nelson of the La. Assn. of Ins. Agents, sponsors of their trip to Chicago.



# An Open



From: Marland K. Strasser

Field Representative, Accident Prevention Dept.  
Association of Casualty and Surety Companies

To: Driver Education Instructors and Administrators

*During the past 10 years, it has been my privilege to work with thousands of teachers, administrators, supervisors and college instructors—representing each of the 48 states—who are interested in the education of young people to become more intelligent users of our streets and highways. The educational accomplishments of the 10 years past have been great, but the challenge of the 10 years to come remains even greater. This seems an appropriate time for us to look back over our achievements and reflect upon our responsibilities for the progress of driver education in the decade ahead.*

Now . . .

The driver education movement was sired by agencies, both public and private, which were intimately concerned with the mounting tragic toll of death and destruction on our highways. It was foaled out of sheer social necessity and in early infancy laid on the doorstep of educators who were not adequately prepared to nurse and nurture it. But the foster home of education, with the close cooperation of the true parents, has raised a respectably healthy youngster. This child, of such cosmopolitan lineage, has been praised to the heights and damned to the depths with great passion and fervor. The opinions of educators and non-educators alike have ranged from those who feel driver education to be the most important subject in our secondary schools today, to those who feel strongly that teaching a youngster to drive is the exclusive obligation of the parent.

Driver education has worked hard to achieve the academic respectability enjoyed by its longer entrenched brethren in the curricular family. And it has done exceedingly well for itself. In the past ten years, we have seen these achievements come to pass:

**GROWTH IN ENROLLMENT:** In this brief span of years the number of students enrolled in this program has grown from fewer than 200,000 to the point where over three-fourths of a million

are now enrolled in driver education and nearly one-third of them are receiving training behind the wheel.

**STANDARDS OF INSTRUCTION:** The quality of the course offerings has kept pace with the growth in quantity. Aided by manuals and course of study guides, the content of driver education courses has been improved continually. Minimum standards have been established for both classroom and behind-the-wheel instruction in a number of states.

**ADMINISTRATIVE ACCEPTANCE:** Administrators now position driver education in the curriculum because they feel it meets a vital educational need of the students, rather than squeezing it in because of the force of outside pressure, as was so frequently the case a few short years ago.

**PLACE IN THE CURRICULUM:** Separate courses in driver education or well-developed units in related subjects have replaced inadequate instructional units and meager extra-curricular offerings.

**INSTRUCTIONAL MATERIALS:** A good selection of modern secondary level textbooks in driver education is now available replacing the less adequate materials of a few years past. During this last year, a fine college-level textbook was published to fill a long-felt need. The quality and quantity of testing devices and other valuable teaching aids have grown rapidly.

**TEACHER SELECTION:** Driver education teachers are now generally selected because they have those qualities necessary to teach this very difficult subject, rather than being picked at random merely because they happened to have a free period.

**TEACHER PREPARATION:** Teacher preparation has progressed from the one-week cram session, fre-



# Letter . . .

quently of the familiar chautauqua type, to well-organized and planned programs of recognized instruction on the college level, leading to a minor in safety education. Minimum standards for teacher certification have been adopted.

**PROFESSIONAL TEACHER ORGANIZATION:** Driver education teachers of many states have organized into active and progressive professional organizations dedicated to the cause of promoting continual growth in the overall effectiveness of the program.

**LEGISLATION:** Driver education and training legislation, which has contributed so prominently to the evolution of the program in California during these years, has become at once the pattern and goal of many other states.

**INSURANCE RATE REDUCTION:** The insurance industry has recognized the importance of driver education and training by granting rate reductions to students receiving an approved course.

**PUBLIC ACCEPTANCE:** Ten years ago, the general public did not know what we meant by the expression, "driver education and training." Today, they are well informed and are virtually unanimous in their whole-hearted support of the program.

All of these things have come to pass! More accurately, we should say that they have been brought about by design and hard work. The adventuresome spirit, the professional integrity, the creative ability and the unrelenting determination of the people interested in driver education have contributed materially to the realization of these great educational achievements in the field of education for a more enlightened use of our modern streets and highways.

With this record of progress in mind, let us appraise our present position. Do the accomplishments which we have here related represent the crowning pinnacle of achievements? Is the job done? Are we to "point with pride" at what has been done and then rest on our laurels?

*The answer to these questions is an obvious and emphatic—NO!*

To be realistic we must admit that all our gains, while real, are by no means universal. We still have a long way to go. Although encouraging progress has been made in many states, there are still those who have not fully recognized the need nor provided for meeting the demand. In many places, we have sacrificed quality for quantity.

There are among us unbridled optimists who continue to sing the melodic note of program expansion while fewer students actually received instruction in the 1953-54 school year than in 1952-53. Yet in some states there has been little or no program expansion for several years, and a few states have even reported a reduction in course offerings. Those of us most interested in driver education must allocate the time we have spent in *praising* the program in the past to *improving* it in the future.

On the other hand, there are still key people who tend to sell short the real values of driver education. Several recent newspaper items clearly point this out.

*First—they quote an important educator to the effect that, "parents—not schools—should teach boys and girls automobile driving."*

*They tell—of a driver education instructor pointing out "the most disagreeable part of the program for the neophyte drivers."*

*And they—cite a school administrator as saying, "After a good deal of drifting around, driver education settled in the English course because it involves a lot of reading and understanding, and nowhere did it seem to fit in as well as the English course."*

*And finally—they tell of a school board member who, "lauded driver training—however questioned the need for boosting the course to 30 hours."*

*No, the time has not come for us to rest on our oars!*

It has been said that when a student graduates, the college presents him with an AB and then the world teaches him the rest of the alphabet. We can safely consider our achievements of the past to be the ABC's. They form a firm foundation upon which to build. But we must provide the remainder of the alphabet if the young drivers of the future are to spell out **SAFE and PLEASURABLE DRIVING** for the years to come.

You ask how to achieve this? The answer is at once simple, direct and challenging. Driver education instructors and administrators represent literally thousands of years of practical experience in conducting these courses, experience gained upon the firm foundation of millions of hours of intense study of the problems attendant with traffic safety education. From this vast reservoir of knowledge and experience must come the letters from D to Z.

*Please turn the page*





*The right attitudes are the key to good driving; by instilling right attitudes, driver education teachers can make today's young drivers safe at the wheel as well as better citizens.*

*These are the things that must be done:*

- ▶ Establish driver education and training as an integral part of the general education of every high school student.
- ▶ Apply the principles of *scientific method* to the teaching of driver education and training.
- ▶ Accelerate the professional growth of our fraternity.
- ▶ Provide an inspired, positive leadership in the field.
- ▶ Remember always that we are dealing with individual *human beings*.

Let us consider briefly each of these factors:

**Establish in General Education:** In the ABC stages of the last 10 years, we have often sold driver education as a rather unique entity. Frequently, in our zeal to consummate a sale, we have unconsciously suggested that driver education is *different from*, rather than *similar to* the established courses in the school curriculum. Sometimes, prompted by strong personal persuasion, we have defended one phase of our program and sold short another. Such contradictions have created understandable confusion.

*We must, in the D to Z stages of the years ahead, establish driver education and training as an integral and indispensable part of the general education of every high school student just as much as learning to speak, read, and write the English language.* We must make the program fit intimately the basic needs of the students we teach and make certain that it effects a significant influence on their future behavior as users of our highways and as citizens of our communities.

To accomplish these things will require a broadening of our concepts, developing a more comprehensive understanding of the total program and its relationship to general education.

**The Scientific Method:** There is no study on the doctoral level that tells us *how* to do a better job of teaching driver education. From our ranks must come capable and determined leaders with the courage to attack these most

difficult problems and fill the void represented by this lack of needed research.

It is true that there will be few among us who will be privileged to conduct exhaustive research, but we all can profit by the application of the scientific method to our teaching. We must read and digest the research studies that are reported in the safety field and make use of the findings to improve our own teaching. And finally, we must apply the principles of critical evaluation to the materials we read and to our own teaching procedures.

**Professional Growth:** Many of yesterday's methods of driver education are inadequate today, and the methods of today may well be obsolete tomorrow. Instructional materials and formal training in this field are not so well organized as they are in most. This means that each of us must continue independent study and participation in available workshops in order to master the tools of our trade. We must continue to experiment with new methods and new techniques.

We must:

- ▶ participate actively in panel discussions and in other activities in the programs of our driver education associations at the local, regional and state level.
- ▶ take an active part in the Governor's Traffic Safety Conference and other safety conferences on the local and regional level.
- ▶ contribute our leadership and services to teen-age traffic safety conferences.

Many of us have developed effective techniques of instruction that are well worth sharing with our colleagues. We should report such developments in professional journals.

**Leadership:** Driver education is still a new and changing field. Persons now actively engaged in instruction and administration of driver education classes will determine the future course of the program.

Far-reaching experimentation is under way in the field of group instruction in practice driving. We must keep advised of this and other progress and adapt ourself to the use of these new techniques.

We must provide the balance that will determine the steady growth of the influence of driver education. To assume this responsibility will require the best application of our knowledge and skill, and will tax to the utmost our creative ingenuity.

**Our Students Are Human Beings:** Basically, the job of a driver education teacher is one of

*Please turn to page 36*



# 1,361 SCHOOLS QUALIFY FOR HONOR ROLL

★ *By Russell Brown*  
★ *Staff Representative*  
★ *National Safety Council*

★ In one decade the National School Safety Honor Roll program has  
★ grown to include 40 times as many schools as during 1945 . . . indi-  
★ cating and assisting great improvement in safety education programs  
★ of individual schools throughout the country.

**J**UST 10 years ago, in 1945, the National Safety Council issued its first list of schools which had qualified for the newly established National School Safety Honor Roll.

There were 30 names on that list.

This month . . . on the eight pages which

follow in this issue of SAFETY EDUCATION Magazine . . . the National Safety Council lists the schools which have won the Honor Roll Award for exceptional effort in safety during the school year 1954-55.


There are 1,361 schools from across the na-

1945  30

1946  59

1947  73

1948  86

1949  76

1950  173

1951  235

1952  264


1953  295

1954  605

1955  1,361

## NATIONAL SCHOOL SAFETY HONOR ROLL

RECORD OF PARTICIPATING SCHOOLS  
1945-1955  
37 STATES AND HAWAII IN 1955

 INDICATES  
100 SCHOOLS

tion listed on this 1955 Honor Roll . . . more than 40 times as many as were listed on the first Honor Roll 10 years ago!

The National School Safety Honor Roll is not a contest—but the Council's way of recognizing effective safety education programs in individual schools of the United States. For the first seven years the program was restricted to schools which were members of the Council. But in 1952 qualification was opened to all schools of the nation who were willing to install and maintain a program of safety education with annually increasing requirements. Since that time growth in participation has been tremendous.

For example, in 1953 there were 295 schools listed on the Honor Roll. The following year there were 605 schools . . . an increase of 100 per cent over the year before. This year the number of schools qualifying to the honor roll has again increased over 100 per cent, bringing the total to this year's 1,361. And eight schools appear for the 11th time, having returned year after year to the Honor Roll since first qualification in 1945.

What does it mean for a school to qualify for the Honor Roll for one, or for successive years? It means that the particular school has met pre-requisites in safety education set up by the National Safety Council . . . pre-requisites which become more detailed as a school progresses in years of participation.

First, second, and third years of listing on the Honor Roll are awarded if a school indicates it offers a well-rounded safety program "which serves local community needs." But for the school to return to the Honor Roll for the fourth, fifth and sixth years, it must (in addition to other activities) conduct such safety activities as these:

- ▶ participation in Standard Student Accident Reporting . . .
- ▶ use of monthly safety lessons and posters . . .
- ▶ safety inspection of school buildings and grounds, followed by elimination of indicated hazards . . .
- ▶ meetings of student safety organizations . . .
- ▶ special safety instruction for the holidays . . .
- ▶ an active program among school patrons.

Similarly, schools which would rate Honor Roll listing for the seventh, eighth, or more consecutive years must meet the above qualifications of a well-rounded safety program and in addition must include:

- ▶ instruction in school, recreation, traffic, fire and home safety, and

- ▶ development of special safety activities materials.

The National Safety Council thus intends that the Honor Roll program will assist any school in the country in continually upgrading its safety education program. The Honor Roll check list . . . by which a school annually indicates to the Council that it is complying with award pre-requisites . . . is itself a guide to such constant upgrading. For application for Honor Roll listing asks a local evaluating committee (the president of a parent group, a pupil, a civic leader, and the school principal or safety supervisor) to sit down with the official Council check list at hand, rate their own safety education program against it. The check list, filled in, plus a signed testimonial sheet, becomes the school's entry in the program. The same form will also make it apparent in advance to the local evaluating committee to what degree their school meets the national standards set for an adequate school safety program.

It is the local committee's own evaluation of their school, as checked by a committee of the country's foremost safety educators, which serves to win the school recognition on the Honor Roll. And should their own evaluation of safety at their school fall short of the pre-requisites indicated by the check list, any school can begin immediately to improve its own safety program, using the same check list as a guide.

If yours is one of the 1,361 schools from across the country proudly listed on our following eight pages: *congratulations on a job well done!* If you did not qualify this year, or if you have never made application for Honor Roll membership: you can begin immediately to look over your school's safety education program, upgrade it to the point where you may qualify for the Honor Roll in 1956.

Write now to the School and College Division, National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois. Ask for the evaluation check list. Appoint a committee of students, staff, and officers of a parent organization without delay; commission them to compare your safety program with that one suggested for you by the check list. Then set out to improve your program accordingly. By next April, when your evaluation check list and testimonial sheet must be at the offices of the National Safety Council, your probability of qualifying to the 1956 Honor Roll will have been much improved. More important, during the same time your school safety program will have become vastly more effective for the continued personal security of the young people in your charge.

# ★ ★ ★ ★ ★ NATIONAL SCHOOL SAFETYHONOR ROLL

★  
★  
★  
★  
★

## 1955

### ELEVENTH YEAR

★★★★★★★★★★

ALABAMA  
HUEYTOWN  
Hueytown Elementary School  
CALIFORNIA  
ALAMEDA  
Alameda High School  
John Muir School  
Lincoln School  
Porter School  
MINNESOTA  
HIBBING  
Hibbing Schools  
NEW YORK  
LARCHMONT  
Chatsworth Avenue School  
WISCONSIN  
GREEN BAY  
Green Bay School of Vocational  
and Adult Education

### TENTH YEAR

★★★★★★★★★★

CALIFORNIA  
ALAMEDA  
Burbank School  
Franklin School  
Haight School  
Longfellow School  
Webster School  
CONNECTICUT  
GLENVILLE  
Glenville School  
GREENWICH (Riverside)  
North Mianus School  
ILLINOIS  
ELMHURST  
Lincoln Elementary School  
OHIO  
HAMILTON  
Hamilton Senior High School  
PENNSYLVANIA  
PHILADELPHIA  
John M. Patterson School  
TENNESSEE  
OAK RIDGE  
Cedar Hill School  
Elm Grove School  
Highland View School  
Jefferson Junior High School  
Linden School  
Pine Valley School  
Scarboro School  
Willow Brook School  
Woodland Elementary School

### NINTH YEAR

★★★★★★★★★★

CONNECTICUT  
NEW HAVEN  
Sheridan Junior High School  
MICHIGAN  
HAZEL PARK  
United Oaks Elementary School

NEW YORK  
NEW YORK  
Samuel Gompers Voc. & Tech.  
High School

### EIGHTH YEAR

★★★★★★★★

NEW YORK  
DUNKIRK  
Dunkirk Industrial High School  
WASHINGTON  
SEATTLE  
Magnolia Elementary School  
WISCONSIN  
MADISON  
Madison Public Schools

### SEVENTH YEAR

★★★★★★★★

ILLINOIS  
CERRO GORDO  
Cerro Gordo High School  
NEW JERSEY  
CAMDEN  
Camden Public Schools  
NEW YORK  
BUFFALO  
McKinley Vocational High School  
TENNESSEE  
KINGSPORT  
Andrew Jackson School

### SIXTH YEAR

★★★★★★

ALABAMA  
GADSDEN  
John S. Jones School  
JACKSONVILLE  
Elem. Laboratory School (State  
Teach. College)  
CALIFORNIA  
GLENDALE  
Bullock School  
RICHMOND  
Alvarado Elementary School  
Belding Elementary School  
Castro Elementary School  
Fairmont Elementary School  
Grant Elementary School  
Harding Elementary School  
Harry Ellis Junior High School  
Kennington Elementary School  
Lincoln Elementary School  
Mira Vista Elementary School  
Mira Vista Annex  
Nystrom Elementary School  
Peres Elementary School  
Potrero Elementary School  
Pullman Elementary School  
Roosevelt Junior High School  
Seaport Elementary School  
Steger Elementary School  
Washington Elementary School  
Woodrow Wilson Elementary  
School

CONNECTICUT  
OLD GREENWICH  
Old Greenwich School  
INDIANA  
MISHAWAKA  
Mishawaka Public Schools  
IOWA  
MISSOURI VALLEY  
Missouri Valley Senior High  
School  
KENTUCKY  
FORT THOMAS  
Ruth Moyer School  
MICHIGAN  
DETROIT  
Our Lady Queen of Angels School  
EAST LANSING  
Central School  
NEW MEXICO  
CARLSBAD  
Airfield Elementary School  
Alta Vista Jr. High School  
Carlsbad High School  
Carver School  
Craft Elementary School  
Eddy Elementary School  
Edison Elementary School  
Eisenhower Junior High School  
Hillcrest School  
Roosevelt Elementary School  
NEW YORK  
CORNING  
Schools #1, II, III  
ROCHESTER  
Brighton Schools, Dist. I  
OHIO  
HAMILTON  
Fillmore Elementary School  
Madison Elementary School  
Pierce Elementary School  
PENNSYLVANIA  
ERIE  
Academy High  
Emerson Elementary  
Erie Technical High School  
Strong Vincent High School  
TENNESSEE  
KINGSPORT  
George Washington School

### FIFTH YEAR

★★★★★

CALIFORNIA  
ALAMEDA  
Woodstock School  
RICHMOND  
El Cerrito High School  
Ford Elementary School  
SAN LORENZO  
Village School  
CONNECTICUT  
GREENWICH  
Julian Curtis School  
FLORIDA  
PENSACOLA  
W. A. Blount Jr. High School  
ILLINOIS  
KEWANEE  
Kewanee Community Schools  
ROCK ISLAND  
Rock Island Public Schools  
KENTUCKY  
JEFFERSON COUNTY  
Auburndale Graded School



## FIFTH YEAR

★★★★★

*Continued*

**MICHIGAN**  
HAMTRAMCK  
Copernicus Jr. High  
TRAVERSE CITY  
Bourdin School  
Oak Park Elementary School  
Union St. School  
**NEW YORK**  
FLORAL PARK  
Sewanhaka High School  
**NORTH CAROLINA**  
FAYETTEVILLE  
Massey Hill High School  
**OHIO**  
HAMILTON  
Harrison Elementary School  
Notre Dame High School  
**OKLAHOMA**  
OKLAHOMA CITY  
Britton Elementary School  
**OREGON**  
MEDFORD  
Jackson School  
Lincoln School  
Roosevelt School  
Washington School  
**PENNSYLVANIA**  
EAST PITTSBURGH  
East Pittsburgh Public Schools  
**ERIE**  
Penn Elementary  
Perry School  
**TENNESSEE**  
NASHVILLE  
Hattie R. Cotton  
**TEXAS**  
FORT WORTH  
Crestwood Elementary School

Hampden Elementary School #55  
Howard Park  
John Eager Howard School #61  
Waverly School #31  
**MASSACHUSETTS**  
READING  
Pearl Street School  
**WORCESTER**  
Worcester Boys Trade High School  
Worcester Public Schools  
**MICHIGAN**  
TRAVERSE CITY  
Traverse Heights School  
**NEW JERSEY**  
NEW MARKET  
New Market School  
**NEW MEXICO**  
CARLSBAD  
Joe Stanley Smith Elementary School  
St. Edward's School  
San Jose School  
**NEW YORK**  
MAMARONECK  
Mamaroneck Central School  
**NORTH DAKOTA**  
KNOX  
Knox Public School  
**OHIO**  
HAMILTON  
Buchanan Elementary School  
Jefferson School  
**KENT**  
Kent State University High School  
**OKLAHOMA**  
OKLAHOMA CITY  
Capitol Hill Junior High  
Franklin Kaiser Elementary School  
Walnut Grove School  
**PENNSYLVANIA**  
ERIE  
Columbus School  
Wayne School  
**TENNESSEE**  
KINGSFORD  
Lincoln School  
**KNOXVILLE**  
Fulton High School  
**UTAH**  
PROVO  
Central Utah Vocational School  
**WISCONSIN**  
GREEN BAY  
Chappell Elementary School  
Elmore Elementary School  
Fort Howard Elementary School  
Franklin Junior High School  
Green Bay East High School  
Green Bay West High School  
Howe Elementary School  
Jackson Elementary School  
Jefferson Primary School  
Lincoln Elementary School  
Nicolet Elementary School  
Norwood Elementary School  
Roosevelt Elementary School  
Tank Elementary School  
Washington Junior High School  
Whitney Elementary School

**FLORIDA**  
ORLANDO  
Lake Como Elementary School  
**GEORGIA**  
MACON  
Pearl Stevens School  
**ILLINOIS**  
ELMHURST  
Hawthorn School  
**EVANSTON**  
Berthel Lutheran School  
Central School  
College Hill School  
David B. Dewey School  
Foster School  
Haven Intermediate School  
H. H. C. Miller School  
Lincolnwood School  
Lower Haven School  
Nichols Intermediate School  
Noyes School  
Oakton School  
Orrington School  
St. Athanasius School  
Saint Mary's School  
St. Nicholas School  
Washington Elementary School  
Willard School

**INDIANA**  
EVANSVILLE  
Washington School  
**KENTUCKY**  
JEFFERSON COUNTY  
Dorsey School  
Eastwood Elementary School  
Fairdale Elementary School  
Griffytown School  
Jeffertown Grade School  
Medora Elementary School  
Mill Creek School  
Okolona Elementary School  
Orville J. Stivers Elementary School  
Prestonia Consolidated  
**MARYLAND**  
BALTIMORE  
Francis Scott Key School  
Garrison Junior High School  
Gwynns Falls Park Junior High School  
Liberty School  
The Thomas Jefferson School  
Thomas Johnson School #84

**MICHIGAN**  
TRAVERSE CITY  
Willow Hill School  
**MINNESOTA**  
ST. PAUL  
St. Paul Vocational School  
**NEW MEXICO**  
CARLSBAD  
Sunset Elementary School  
**NEW YORK**  
ST. JOHNSVILLE  
St. Johnsville Central School

**OHIO**  
AKRON  
Hotchkiss School  
Pfeiffer Grade School

**OKLAHOMA**  
OKLAHOMA CITY  
Andrew Johnson Elementary School  
Culbertson School  
Linwood School  
Martin Van Buren  
Rutherford B. Hayes  
Whittier School  
Zachary Taylor Elementary School

**PENNSYLVANIA**  
EAST STROUDSBURG  
State Teachers College  
Laboratory School of State Teachers

**ERIE**  
East High  
Hamilton Elementary  
Lincoln Elementary  
Washington School  
**MILLERSVILLE**  
Millersville State Teachers College

**TENNESSEE**  
OLD HICKORY  
Du Pont Elementary School

**TEXAS**  
COMMERCE  
W. J. Wheeler Elementary School

## FOURTH YEAR

★★★★★

**ALABAMA**  
BESSEMER  
Rainmond School  
**ARIZONA**  
AJC  
Ajo Elementary School  
**ARKANSAS**  
SWEET HOME  
Fuller High School  
**CALIFORNIA**  
ALAMEDA  
Frank Otis Elementary School  
Mastick Primary  
**RICHMOND**  
Longfellow Junior High School  
Portola Junior High School  
Richmond Union High School  
Walter T. Helms Junior High School  
**CONNECTICUT**  
COS COB  
Cos Cob School  
**HAWAII**  
HONOLULU  
Kalakaua Intermediate School  
**ILLINOIS**  
DANVILLE  
Danville Public Schools  
**ELMHURST**  
Elmhurst Junior High School  
Eugene Field School  
**IOWA**  
NEWTON  
Emerson Hough School  
**KENTUCKY**  
FT. THOMAS  
Samuel Woodfill School  
**JEFFERSON COUNTY**  
Fern Creek Elementary School  
Newburg School  
**MARYLAND**  
BALTIMORE  
Alexander Hamilton #63  
Beale Elliott School #108  
Charles Carroll School #139  
Franklin Delano Roosevelt School #18  
Glenmount Elementary School #235  
Guilford School #214

## THIRD YEAR

★★★

**CALIFORNIA**  
ALAMEDA  
Encinal High School  
**GLEN ELLYN**  
Danbar Union Elementary School  
**HAYWARD**  
Independent School District  
**SAN FRANCISCO**  
Mission Senior High School  
**SAN LORENZO**  
Edendale Senior Elementary School  
**WALNUT CREEK**  
Buena Vista School  
Parkmead School  
Walnut Creek Grammar School  
Walnut Heights School  
**CONNECTICUT**  
RIVERSIDE  
Riverside School  
**NEW HAVEN**  
Troup Junior High



# SECOND YEAR

★ ★

## CALIFORNIA

### OAKLAND

Allendale Elementary School  
Brookfield Elementary School  
Burckhalter Elementary School  
Claremont Junior High School  
Clawson Elementary School  
Cleveland Elementary School  
Emerson Elementary School  
Fremont Senior High School  
Garfield Elementary School  
Grant Elementary School  
Grass Valley Elementary School  
Horace Mann Elementary School  
Lafayette School  
Lincoln Elementary School  
Longfellow Elementary School  
Edwin Markham Elementary School  
Melrose Elementary School  
Oakland Technical High School  
Parker School  
Piedmont Avenue Elementary School  
Prescott Elementary School  
Redwood Heights Elementary School  
Rockridge Elementary School  
Edison Elementary School  
Toler Heights Elementary School

### RICHMOND

Balboa Elementary School  
Coronado Elementary School  
Cortez Elementary School

### SAN LORENZO

David D. Bohannon  
David E. Martin School

### STOCKTON

St. Agnes Grammar School  
St. Mary's High School

## CONNECTICUT

### BYRAM

New Lebanon School

### GREENWICH

North Street School

### HAMDEN

Putnam Avenue School

### NEW HAVEN

Benjamin Jepson Elementary School  
Betsey Ross School  
Clinton Avenue School  
Dante School  
Davis School  
H. H. Strong School  
Indian Neck School  
Ivy Street School  
L. Wheeler Beecher School  
Mary Frances Benton School  
Webster School

### WEST HAVEN

Colonial Park School

## FLORIDA

### APOPKA

Apopka Elementary

### LOCKHART

Lockhart Elementary School

### MIAMI

Edison Park Elementary School

### ORLANDO

Cherokee Jr. High School  
Concord Park Elementary  
Conway Elementary School  
Fern Creek School  
Grand Avenue School  
Hillcrest School  
Jones High School  
Princeton School  
William R. Boone High School

### ORLO VISTA

Orlo Vista Elementary School

### PINE CASTLE

Pine Castle Elementary School

### WINDERMERE

Windermere Elementary School

### WINTER GARDEN

Dillard Street Elementary School

### WINTER PARK

Killarney Elementary School  
Winter Park Elementary School

### ZELLWOOD

Zellwood School

## GEORGIA

### EAST POINT

Conley Hills School

## ILLINOIS

### ELMHURST

Jackson Elementary School

## EVANSTON

Evanston Township High School

## NILES

Niles Public School

## OAK PARK

Horace Mann

## INDIANA

### AURORA

West Aurora School

### BLOOMINGTON

Margaret McCalla School  
University Elementary and High School

### BLUFFTON

Washington Park School

### CEDAR LAKE

Douglas MacArthur School

### CLARKSVILLE

Greenacres School

### ELKHART

Roosevelt Elementary and Junior High School

### EVANSVILLE

Benjamin Benson High School  
Carpenter Elementary School  
Cedar Hall School  
Dexter School  
Lynch-McCutchanville School  
Vogel School

### FORT WAYNE

Central High School  
Justin N. Study School  
Merle J. Abbott School  
Miner School

### FRANKFORT

Lincoln Grade School

### GARY

Low Wallace School  
Pittman Square School  
Riley School

### HAMMOND

Columbia School  
Gene Stratton Porter School  
Hammond High School  
Maywood School  
Oliver P. Morton School  
Thomas A. Edison

### HIGHLAND

Lincoln Public School

### HOBART

Foreman School  
Mundell School

### HUNTINGTON

Riley School

### INDIANAPOLIS

Audubon School #38  
Brookside School #34  
Dewitt S. Morgan School #86  
Erne Pyle School #90  
George W. Julian School #57  
James Garfield Public School #35  
Lucretia Mott School  
Otis E. Brown #20  
Ralph Waldo Emerson School #58  
Robert Dale Owen School  
School #31  
Whittier School #33

### KOKOMO

Meridian School  
Roosevelt Junior High School

### LA PORTE

La Porte High School  
Riley School

### LAWRENCEBURG

Greendale School Town  
Lawrenceburg Consolidated High School

### LEAVENWORTH

Leavenworth Public Schools

### LOWELL

Lowell High School

### MARION

Clayton Brownlee School  
Emerson Elementary School

### MICHIGAN CITY

Central School  
James Whitcomb Riley School  
Park School

### NOBLESVILLE

Conner School

### PERU

Elmwood Elementary School  
Guilford Township School  
Corporation

### RICHMOND

Warner School

### SCOTTSDALE

Scottsburg Elementary School

### SOUTH BEND

Henry Studebaker School  
Our Lady of Hungary School  
Stuckey School

## TERRE HAUTE

Sandison School

## WARSAW

West Ward Elementary School

## WHITING

George Rogers Clark-Franklin School

## KENTUCKY

### JEFFERSON COUNTY

Camp Taylor Elementary School  
Eastern High School  
Edward C. Roy School  
Fern Creek High School  
Greathouse School  
Hawthorne Elementary School  
Hikes School  
Jefferson Jacobs  
Jeffersontown School  
Kerrick Elementary School  
Lyndon Consolidated School  
Melbourne Heights School  
Middleton Grade School  
O'Bannon School  
Worthington School

### LOUISVILLE

Ahrens Trade High School  
California School  
Emerson School  
Benjamin Franklin Elementary School  
George Rogers Clark School  
George Washington Elementary School  
George W. Morris School  
Henry Clay School  
J. N. Bloom School  
James Russell Lowell School  
John B. McFerran School  
John C. Stenrother School  
John H. Heywood School  
J. Stoddard Johnston School  
Nannie Lee Frayser School  
Parkland School  
Parkland Elementary School  
Paul Dunbar School  
Phyllis Wheatley School  
Salisbury School  
Samuel Coleridge Taylor School  
Shawnee High School  
Virginia Avenue School  
William H. Perry Sr. Elementary School

## MARYLAND

### BALTIMORE

Armistead Gardens School #243  
Beehams Lane Elementary School  
Fallstaff Road School  
Gardenville School #211  
Sir Robert Eden School #20

## MICHIGAN

### COMSTOCK

Comstock Jr. & Sr. High School  
Eastern Elementary School  
Western Elementary

## MISSOURI

### ST. JOSEPH

Bartlett High & Elementary School  
Benton High School  
Blair School  
Bliss School  
Charles A. Lindbergh School  
Douglas Elementary School  
Eugene Field Elementary School  
Edison School  
Everett Grade School  
Floyd Elementary School  
Hall School  
Hosea Elementary School  
Humboldt School  
Hyde Elementary School  
Krug School  
Lafayette High School  
Lincoln School  
McKinley Elementary School  
Neely Elementary School  
Noyes School  
Pershing Elementary  
Sherwood Elementary School  
South Park School  
Washington School  
Webster School

## NEW MEXICO

### CARLSBAD

Carlsbad Seventh-Day Adventist School  
El Paso Gap School  
Otis Elementary School

### MALAGA

Malaga Elementary School

## NEW YORK

### CORNING

Northside Grammar School

## SECOND YEAR

★★  
Continued

### MAMARONECK

Mamaroneck Junior High School

### ROME

Central New York School for the Deaf

### OHIO

#### AKRON

Fairlawn School  
Forest Hill School  
John C. Ritman School  
Lane School

Seiberling School  
Spicer Demonstration School

#### ELLSWORTH

Ellsworth Local School

#### LAKEWOOD

Lakewood High School

#### MIDDLETOWN

Central  
Jefferson School  
Lincoln School  
Washington Elementary School  
William Howard Taft School  
Woodrow Wilson Elementary School

### OKLAHOMA

#### OKLAHOMA CITY

Columbus Elementary School  
Gatewood Elementary School  
James A. Garfield School  
John Adams School  
Lincoln Elementary School  
Mavfair Elementary School  
Nichols Hills Elementary School  
Rancho Village School  
Rockwood Elementary School  
West Nichols Hills Elementary School  
William H. Harrison

### PENNSYLVANIA

#### ERIE

Burton School  
Garfield Elementary School  
Glenwood School  
Harding Elementary  
Irving School  
Jones Elementary  
Marshall Elementary  
McKinley Elementary  
Roosevelt Junior High  
Wilson Junior High

#### PHILADELPHIA

Benjamin Crispin School  
Dr. John F. McCloskey School  
Edwin H. Fittler School  
Grover Cleveland School  
Henry Armit Brown School  
Heston School  
Horatio B. Hackett Elementary School

James G. Blaine School  
James Rhoads School  
Joseph Leidy School  
Joseph Pennell Elementary School  
Kenderton School

Lewis C. Cassidy Public School  
Longfellow-Bridesburg School  
M. Hall Stanton School

McKean School  
Northeast Village School  
Paul Laurence Dunbar  
Robert E. Lamberton  
Rudolph Blankenburg School  
Rudolph S. Walton

Samuel Gompers Public School  
Stephen A. Douglas School  
S. Weir Mitchell Public School  
Theodore Stevens School  
Thomas G. Morton School  
Thomas May Pierce Elementary School

Thomas K. Finletter School  
William B. Mann School  
William C. Jacobs  
William C. Longstreth Public School  
William Cullen Bryant  
William McIntyre Public School  
William S. Stokley School

### TENNESSEE

#### MADISON

Taylor Stratton School

### WASHINGTON

#### SEATTLE

Catherine Blaine Junior High School  
Van Asselt School

### WISCONSIN

#### MANITOWOC

Adams School  
Andrew Jackson School  
Benjamin Franklin School  
Cleveland Elementary School  
Garfield School  
James Madison Elementary School  
Jefferson School  
Lincoln High School  
McKinley School  
Washington Junior High School  
Woodrow Wilson Jr. High School

#### MILWAUKEE

North Fifty-Third St. School

#### WEST ALLIS

Longfellow Elementary School

Woodrow Wilson School

#### WHITEHALL

Whitehall Memorial School

## FIRST YEAR

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### ALABAMA

#### ANNISTON

Saks Junior High School

Woodstock Avenue School

#### BESSEMER

Concord School

Vance School

Virginia Mines School

#### BIRMINGHAM

Baker School

Graymont School

Inglebrook School

Lakeview School

#### BREWTON

Brewton City School

#### FAIRFAX

The Fairfax School

#### GREENSBORO

Greensboro Public Schools

#### JASPER

Union Chapel Junior High School

#### KINSTON

Kinston Public Schools

#### MOBILE

Tolomville Jr. High School

Russell Elementary School

#### MONROEVILLE

Monroeville Public Schools

#### MONTGOMERY

Baldwin Jr. High School

Emma MacMillan School

Forest Avenue Elementary School

Goode Street School

Morningview Elementary School

#### PALMERDALE

Palmerdale School

#### PLATEAU

Mobile County Training School

#### RENFROE

Jonesview School

#### SELMA

Byrd School

#### SLOCOMB

The Slocumb High School

#### SYLAGAUGA

Main Avenue School

#### TOWN CREEK

Hazelwood School

#### TOWNLEY

Townley Junior High School

#### TROY

Shellhorn Junior High School

#### TUSCALOOSA

Alberta Elementary School

Alberta Junior High School

### ARIZONA

#### PHOENIX

Griffith Elementary School

### CALIFORNIA

#### ALAMEDA

Edison School

St. Joseph's Grammar School

#### BALDWIN PARK

Charles Bursch School

#### BERKELEY

Emerson Elementary School

#### CAMPBELL

Rosemary School

#### CASTRO VALLEY

A. B. Morris School

#### MARSHALL

Marshall School

#### CENTERVILLE

Centerville Elementary School

#### CONCORD

Loma Vista Intermediate School

#### CUPERTINO

Dwyer School

#### GILROY

E. E. Brownell Elementary School

Glen View School

### HAYWARD

Bret Harte School

Hayward High School

Longwood School

Lorenzo Manor School

### LOS ALTOS

Covington School

### LOS GATOS

Louise Van Meter School

Union Elementary School District

### MOUNTAIN VIEW

Crittenden School

### OAKLAND

Alexander Hamilton Jr. High School

Anthony Chabot School

Bella Vista School

Bret Harte Junior High School

Castlemont High School

Cole Elementary School

Crocker Highlands School

Daniel Webster School

Elisebeth Sherman School

Elmhurst Junior High School

E. Morris Cox School

Franklin School

Frick Jr. High School

Fruitvale School

Glenview School

Harbor Homes School

Havenscourt Junior High School

Hawthorne School

Highland School

Hillcrest School

Hoover Junior High

Jefferson School

Joaquin Miller School

John Sweet School

Lakeview School

Laurel School

Lazar Elementary School

Lockwood School

Lowell Junior High School

Luther Burbank School

Manzanita Elementary School

Maxwell Park School

McChesney Junior High School

McClymonds High School

McFrey School

Montclair School

Oakland High School

Peralta School

Roosevelt Junior High School

St. Elizabeth Elementary School

Saint Leo School

Sante Fe School

Tompkins School

Washington Elementary School

Westlake Junior High School

Whittier Elementary School

Willow Manor School

Woodrow Wilson Junior High School

### PIEDMONT

Edgerly W. Beach School

Frank C. Havens School

Wildwood Elementary School

### RICHMOND

El Monte Elementary School

Samuel Gompers High School

Serra Elementary School

### SAN FRANCISCO

A. P. Giannini Junior High School

SAN LEANDRO

Farimont School, San Lorenzo

School District

James A. Garfield School

McKinley Elementary School

Washington School

### SAN LORENZO

Corvallis School

Dayton School

Washington Manor School

### SAN PABLO

Riverside Elementary School

### SANTA CLARA

Washington School

### STOCKTON

August School

Daniel Webster Junior High School

Edison High School

El Dorado School

Elmwood School

Fair Oaks School

Franklin High School

Garfield School

George Washington School

Grant School

Grover Cleveland School

Harrison School

Hazleton School

Herbert Hoover School

Jackson School

Jefferson School  
 John Adams School  
 John Tyler School  
 Lafayette School  
 Lincoln School  
 Lottie Grunsky School  
 Luther Burbank School  
 Madison School  
 Martin Van Buren School  
 McKinley School  
 Monroe School  
 Munford School  
 Roosevelt School  
 St. Gertrude School  
 Schneider Vocational High School  
 Stockton College  
 Stockton High School  
 Victory School  
 Weber School  
 William Howard Taft School  
 Woodrow Wilson School  
**CONNECTICUT**  
**BRANFORD**  
 Laurel Street  
**BRIDGEPORT**  
 Beardsley School  
 Francis Dunigan School  
 McKinley School  
 Waltersville School  
**EAST HARTFORD**  
 Meadow School  
**EAST HAVEN**  
 William E. Gillis School  
 Overbrook School  
**FAIRFIELD**  
 Fairfield Woods School  
**GOSHEN**  
 Goshen Center School  
**GREENWICH**  
 Byram Elementary School  
**GROTON**  
 Groton Heights School  
**HAMDEN**  
 Mt. Carmel School  
 Newhall Street School  
 Spring Glen School  
**HARTFORD**  
 New Park Avenue School  
 West Middle School  
**MANCHESTER**  
 Hollister School  
 Waddell School  
**MILFORD**  
 Central Grammar School  
 West Main Street School  
**MYSTIC**  
 Broadway School  
 Mystic Academy  
**NEW BRITAIN**  
 Benjamin Franklin School  
 Camp School  
 Central Junior High School  
 Chamberlain School  
 Elihu Burritt School  
 Israel Putnam School  
 Lincoln School  
 Mary Immaculate Academy  
 Nathan Hale Junior High School  
 New Britain Senior High School  
 Northend School  
 Robert J. Vance School  
 Roosevelt Junior High School  
 Sacred Heart of Jesus School  
 St. Joseph's School  
 Slater Road School  
 Smalley School  
 Smith School  
 Stanley School  
 Washington Junior High School  
**NEW HAVEN**  
 Abraham Lincoln School  
 Columbus School  
 Edgewood Avenue School  
 Edwards Street School  
 Ezekiel Cheever School  
 Fair Haven Junior High School  
 Hamden Hall Country Day School  
 Hamilton School  
 Henry Barnard School  
 Horace Day School  
 Katherine Brennan School  
 Lloyd Street School  
 Morris Cove School  
 Prince Street School  
 Roger Sherman School  
 Simeon E. Baldwin  
 Winchester Elementary School  
 Woodward School  
 Worthington Hooker School  
**NEW MILFORD**  
 Main Street School  
 New Milford High School  
**NEWTOWN**  
 Hawley School  
 Newtown High School

**NORTH HAVEN**  
 Montowese School  
**NORWICH**  
 Preston School  
**OLD MYSTIC**  
 Old Mystic School  
**POQUONNOK BRIDGE**  
 William Trail-Poquonnock  
 Bridge Schools  
**ROCKVILLE**  
 Northeast School  
**STAMFORD**  
 Belltown School  
 Katherine T. Murphy School  
**STRATFORD**  
 Garden Street School  
 Eli Whitney School  
**SUFFIELD**  
 East Street School  
**TELLAND**  
 Hicks Memorial School  
**TRUMBULL**  
 Long Hill School  
 Middlebrook School  
**WEST HARTFORD**  
 Charter Oak School  
**WEST HAVEN**  
 Clarence C. Thompson  
 Elementary School  
**WEST MYSTIC**  
 S. B. Butler School  
**FLORIDA**  
**APOPKA**  
 Dream Lake Elementary School  
**FORT LAUDERDALE**  
 Lauderdale Manors School  
**GREENACRES CITY**  
 Greenacres School  
**MIAMI**  
 Coconut Grove Elementary School  
**NORTH MIAMI BEACH**  
 Falford Elementary School  
**OCFEE**  
 Ocoee Elementary & Junior  
 High School  
**ORLANDO**  
 Audubon Park Elementary School  
 Delaney School  
 Edgewater High School  
 Lake Silver School  
 Marks Street School  
 Signal Hill School  
 West Central School  
**PENSACOLA**  
 Jim Allen Elementary School  
**ST. PETERSBURG**  
 Clearview Ave. Elementary School  
 Norwood Elementary School

**TAMPA**  
 B. C. Graham Elementary School  
 James Madison Junior High  
 School  
**WINTER GARDEN**  
 Lakeview High School  
 Tildenville School  
 Winter Garden Elementary School  
**GEORGIA**  
**COLLEGE PARK**  
 Central Elementary School  
 George F. Longino School  
**EAST POINT**  
 Central Park School  
**HAVEVILLE**  
 North Avenue School  
**ILLINOIS**  
**ALTON**  
 Irving School  
**CANTON**  
 John Dean School  
 Kellogg School  
**CHICAGO**  
 Alexander Hamilton School  
 Senn High School  
 William Penn School  
**DECATUR**  
 H. B. Durfee  
 Lincoln School  
 Oak Grove Elementary School  
 Oakland School  
 Washington School  
**EVANSTON**  
 Charles G. Dawes School  
 Children's School, National  
 College of Education  
 Ryerson School  
**HILL SIDE**  
 Hillside School  
**IPAVA**  
 Ipava Grade School of V.I.T.  
**LEWISTOWN**  
 Lewistown Community High  
 School  
 Lewistown Elementary School  
**MT. MORRIS**  
 Mt. Morris Elementary School  
 Mt. Morris High School  
 Mt. Morris Junior High School  
**NORRIS**  
 Norris Grade School  
**OAK PARK**  
 Ralph Waldo Emerson School  
 Washington Irving School  
**TABLE GROVE**  
 Table Grove Grade of V.I.T.

Thirteen hundred and sixty-one schools . . . elementary, secondary and teachers colleges . . . last year exerted such exceptional effort in the field of safety education that they have been named to the 1955 National School Safety Honor Roll.

More than twice as many schools as were listed last year, this is the largest number of schools so honored in the history of the program. Eight hundred and five of the schools appearing this year do so for the first time; last year first-year schools numbered 342, by comparison.

Three hundred and five second-year schools are listed, 71-third-year schools, 65 fourth-year schools, 27 fifth-year schools, 51 sixth-year schools, four seventh-year schools, three eighth-year schools, three ninth-year schools, and 19 10th-year schools. Heading the list are eight 11th-year schools which have been named to the Honor Roll every year since inception.

# FIRST YEAR



*Continued*

## INDIANA

**BEDFORD**  
Parkview-Central School

**BLOOMINGTON**  
D. Eckley Hunter School  
Fairview Elementary School  
St. Charles School

**BLUFFTON**  
Central Elementary School

**BOONE GROVE**  
Boone Grove School

**CEDAR LAKE**  
Lincoln School

**CLERMONT**  
Clermont Grade School

**ELKHART**  
Beardsley Elementary School  
Hawthorne School  
Lincoln School  
Mary L. Daly School  
Middlebury Street School  
Monger Elementary School  
Rice School  
Samuel Strong School  
Weston Elementary School  
Willowdale School

**EVANSVILLE**  
Central High School  
Columbia Elementary School  
Daniel Wertz School  
Francis Joseph Reitz High School  
Fulton School  
Glenwood Elementary School  
Harper School  
Henry Reis Elementary School  
Highland School  
John M. Culver School  
Rheinlander School  
Stanley Hall School  
Stringtown School  
Wheeler School

**FORT WAYNE**  
Anthony Wayne School  
Forest Park School  
Frances Slocum School  
Hamilton School  
Harmar School  
Harrison Hill School  
Hillcrest School  
Indian Village School  
McCulloch School  
South Wayne School

**FRANKFORT**  
Woodside School

**GARY**  
Ambridge School  
Beveridge School  
Charles R. Drew School  
The Daniel Webster School  
Emerson High School  
Franklin School  
Frederick Douglass School  
Froebel School  
George Washington Carver School  
George Washington School  
Glen Park School  
Horace Mann School  
Ivanhoe School  
Jefferson School  
Lincoln School  
Miller School  
Pulaski School  
Roosevelt School  
Thomas A. Edison School  
Tolleston School

**HAMILTON**  
Hamilton Public School  
Harding School  
Highland-Main School  
Lafayette School  
Washington Irving Jr. High School  
Woodrow Wilson School

**HARDINSBURG**  
Hardinsburg

**HUNTINGTON**  
Horace Mann School

**INDIANAPOLIS**  
Abraham Lincoln School #18  
Charles Sunaner School #23  
Daniel Webster School #46  
Fleming Garden School  
Henry Wadsworth Longfellow #28  
Joyce Kilmer School #59  
Merle Sidener School #59  
Minnie Hartmann School #78  
School #34

## KOKOMO

Pettis Park School

**LAFAYETTE**  
Highland Grade School  
Longlois School

**LA CROSSE**  
La Crosse High School

**LA PORTE**  
Central Jr. High School  
Lincoln School  
Maple School  
Park School  
St. Peter's School

**LAWRENCEBURG**  
Central School

**MARKION**  
Horace Mann Elementary School  
John Lewis McCulloch  
Lincoln School

**MARKKEE**  
Markee Schools

**MICHIGAN CITY**  
Eastport School  
Garfield School  
Isaac C. Elston Junior High School  
Lakeland School  
Marsh School

**NEW ALBANY**  
Silver Street School

**OSCEOLA**  
Osceola Schools

**RUSSIAVILLE**  
Western School

**SCOTTSBURG**  
Vienna School

**SEYMOUR**  
Emerson School

**SHELBYVILLE**  
Thomas A. Hendricks #3

**SOUTH BEND**  
Benjamin Franklin School  
Maple Lane School  
St. Matthew School

**TERRE HAUTE**  
Maple Avenue School  
Thornton Junior High School  
W. S. Rea School

**VEEDERSBURG**  
Veedersburg Van Buren School

**WESTVILLE**  
Westville Public Schools

**IOWA**

**ALTOONA**  
Altoona High School

**BURLINGTON**  
James Wilson Grimes School  
John Lockwood Corse School  
Washington School  
William Salter School

**CLINTON**  
St. Mary's School

**LAKE CITY**  
Lake City Community Schools

**LAWLER**  
Lawler Public School

**NEWTON**  
Central School  
Lincoln School  
Woodrow Wilson School

**OTTUMWA**  
Horace Mann School  
Irving Elementary School  
Lincoln Elementary School

**SEYMOUR**  
Seymour Public School

**SIOUX CITY**  
Bryant School  
Central High School  
Cooper Elementary School  
Crescent Park  
Emerson School  
Everett School  
Hobson School  
Hopkins Elementary School  
Joy School  
Lincoln Elementary School  
Longfellow School  
Lowell School  
McKinley School  
Riverside School  
Roosevelt School  
Smith School  
Washington Grade School  
Webster Elementary School  
West Junior High School  
Whittier School

**WALCOTT**  
Walcott Independent School

**WEBSTER CITY**  
Washington Central Grade School  
Washington Central Junior High School

**WEST LIBERTY**  
Springdale Consolidated School

## KANSAS

**WETMORE**  
Wetmore Rural High School

**WICHITA**  
Clark Elementary School

**KENTUCKY**

**JEFFERSON COUNTY**  
Alice Waller Elementary School  
Ballard School  
Forest School  
John J. Audubon School  
John H. Chenoweth  
Kosmosdale Elementary School  
Mayme S. Waggener Junior High School  
Orell Elementary School  
Penile Elementary School  
Rockford Lane Elementary School  
Sallie Phillips Durrett Junior High School  
Southern High School  
Suda E. Butler Junior High School  
Valley Elementary School  
Valley High School

**LOUISVILLE**  
Albert S. Brandeis School  
Beechmont Elementary School  
Benjamin Bannecker School  
Central High School  
Charles D. Jacob School  
DuPont Manual High School  
Ellen G. Semple School  
Emmet Field School  
Frederick Douglas School  
Gavin H. Cochran School  
George D. Prentice School  
G. G. Moore School  
Hazelwood Elementary School  
Highland Park School  
Hiram Roberts School  
Jackson Junior High School  
James M. Bond  
J. B. Atkinson School  
J. M. Atherton High School  
Lincoln School  
Longfellow School  
Mary B. Talbert School  
Mary D. Hill School  
Nicholas Finzer School  
Parkway School  
Portland School  
Sallie B. Rutherford School  
Stephen Foster School  
Theodore Roosevelt School  
Victor H. Engelhard School  
William R. Belknap School

**LEXINGTON**  
Harrison School

**LOUISIANA**

**GRAMBLING**  
Grambling College  
Grambling College—Laboratory School  
Grambling High School

**NEW ORLEANS**  
Our Lady of Good Counsel

**MARYLAND**

**BALTIMORE**  
Mordecai Gist School #69  
Phyllis Wheatley School

**MASSACHUSETTS**

**ARLINGTON**  
Brackett School  
Cutter School  
Hardy School  
Locke School  
Parmenter School  
Peirce School

**BONDSVILLE**  
Bondsville Grammar School

**EAST LONGMEADOW**  
Birchland Park School  
Center School  
Pleasant View

**FALL RIVER**  
Coughlin School  
David School  
James Tansey School  
Robeson School  
Samuel Longfellow  
Samuel Watson Grammar School  
Spencer Borden School  
William Connell School

**PALMER**  
Park Street School

**THORNDIKE**  
Thorndike Grammar School

**WEST SPRINGFIELD**  
West Springfield Schools

**WILBRAHAM**  
Pines School



# MICHIGAN

HAMTRAMCK  
Copernicus Elementary  
MT. PLEASANT  
College Elementary  
Fancher School  
Ganiard Elementary  
Longwood School  
SHEPHERD  
Shepherd Public Schools  
MISSISSIPPI  
BROOKHAVEN  
Brookhaven Elementary School  
COLUMBUS  
Franklin Academy  
GREENWOOD  
Davis School  
Greenwood Junior High School  
Greenwood High School  
North Greenwood School  
W. C. Williams School  
GULFPORT  
Central Elementary School  
East Ward School  
North Central Ward  
Northeast Ward School  
Orange Grove School  
West Junior High School  
West Ward School  
HATTIESBURG  
Lamar School  
JACKSON  
Emma French School  
Henry L. Whitfield School  
MERIDIAN  
Chalk Elementary School  
Poplar Springs School  
PASCAGOULA  
Beach Elementary School  
PASS CHRISTIAN  
Pass Christian High School  
PORT GIBSON  
Port Gibson Public School

# MISSOURI

INDEPENDENCE  
Rock Creek Schools  
ST. JOSEPH  
Mark Twain School  
MONTANA  
GREAT FALLS  
Elementary Public Schools  
NEBRASKA  
NORFOLK  
Victory School  
NEVADA  
LAS VEGAS  
J. D. Smith School  
John S. Park School  
SPARKS  
Kate M. Smith School  
Sparks Intermediate School  
NEW JERSEY  
GLEN RIDGE  
Linden Avenue School  
RAHWAY  
Columbia School  
NEW MEXICO  
CARLSBAD  
Monterrey Elementary School  
NEW YORK  
ELMONT  
Convent Ave. School  
MARATHON  
Marathon Central School  
NORTH DAKOTA  
BISMARCK  
Bismarck High School  
JAMESTOWN  
Jamestown Junior & Senior High School  
OHIO  
AKRON  
Betty Jane School  
Heminger School  
EUCLID  
Benjamin Franklin School  
Euclid Central School  
Euclid Senior High School  
Noble Elementary School  
Roosevelt  
Shore Elementary School  
Shore Junior High School  
Thomas Jefferson Elementary  
Upson School  
HAMILTON  
Adams Elementary School  
Jackson School  
Folk School  
Roosevelt Jr. High School  
Taylor Elementary School

# MIDDLETOWN

Fenwick Catholic High School  
Garfield School  
Holy Trinity School  
St. Mary School  
Sherman Elementary School

# OKLAHOMA

OKLAHOMA CITY  
Belle Isle Elementary School  
Carey School  
Carver Elementary School  
Central High School  
Edgemere School  
Edison Elementary School  
Hawthorne Elementary School  
Lakeside School  
Lee Elementary School  
Mark Twain Elementary School  
Millard Fillmore School  
Northeast Junior-Senior High School  
William Jennings Bryan School  
OREGON  
EUGENE  
Bailey Hill Elementary School  
MEDFORD  
Medford Junior High School  
PENNSYLVANIA  
EASTON  
Palmer Township Consolidated School  
ERIE  
Burns Elementary School  
Diehl Elementary School  
Edison Elementary School  
Gridley Junior High School  
Grover Cleveland Elementary School  
Jefferson School  
Longfellow Elementary School  
St. Joseph School  
HAZLETON  
St. Gabriel's High School  
PHILADELPHIA  
Abigail Vane School  
A. K. McClure School  
Alexander Adaire  
Alexander Wilson School  
Alice Cary School  
Andrew Jackson School  
Anna Blakiston Day  
Barratt Junior High School  
Benjamin B. Comegys Public School  
Benjamin Franklin Elementary School  
Charles Carroll School

# Charles W. Henry & Alfred

Crease Schools  
City Center School  
David Bell Birney School  
Edgar Allan Poe School  
Edwin M. Stanton  
Eleanor Cope Emken Elementary  
Elversen School  
Fairhill School  
F. Amedee Bregy School  
Fox Chase School  
Frances E. Willard  
Francis Scott Key School  
Franklin Smedley School  
General George G. Meade School  
General John F. Reynolds School  
George Chandler School  
George McCall Elementary School  
Gilbert Spruance School  
H. Josephine Widener Public School  
Isaac A. Sheppard School  
James J. Sullivan School  
James R. Ludlow School  
J. Hampton Moore School  
John Hancock School  
George Shaverwood School  
John H. Taggart Public School  
John Moffet School  
John Welsh School  
Joseph C. Ferguson School  
Joseph H. Brown School  
Joseph W. Catharine School  
Kearney School  
Kennedy Crossan School  
Lawndale School  
Morrison School  
Morton McMichael School  
Oliver Wendell Holmes Elementary School  
Overbrook Elementary Public School  
Penn Treaty Junior High School  
Pennypracker School  
Richmond School  
Roxborough High School  
Russell H. Conwell School  
Samuel B. Huey School  
Samuel S. Fels Junior High School  
Spring Garden Elementary School  
Stetson Junior High School  
Thomas FitzSimons Junior High School  
Thomas Holme School  
Thomas J. Powers School  
Watson Comly School  
William B. Hanna School  
William F. Harety School  
William Henry Harrison School

From Maine to Florida . . . from New York to California and on into the Pacific . . . from one end of the United States to the other stretch the actual plants and playgrounds of the names listed on this 1955 National School Safety Honor Roll. In all, 37 states and the territory of Hawaii are represented on an award list open to any and every school of the nation which is willing to install and maintain a program of safety education with annually increasing requirements.

Here are some interesting comparisons in a phenomenal record of repeating and increasing Honor Roll representation:

► In 1945, when it was established, the Honor Roll listed 30 schools.

► By 1953, two years ago, the list of schools had risen to a total of 295.

► Last year, 1954, there were 605 Honor Roll schools in all.

► This year, the number of first-year schools . . . 805 . . . alone exceeds the total 1954 honor roll by 200 names . . . and

► The total number of 1955 Honor Roll schools . . . 1361 . . . is more than 40 times as many as were listed on that first Honor Roll 10 years ago.

# FIRST YEAR



Continued

William H. Hunter School  
William McKinley Public School  
William T. Tilden Junior High School  
Willis and Elizabeth Martin Public School  
Woodrow Wilson Junior High School

## PITTSBURGH

Alice M. Carmalt School  
Allegheny High School  
Allegheny Vocational High School  
Allen School  
American Avenue School  
Arsenal Elementary School  
Banksville School  
Baxter Junior High School  
Beechwood Public School  
Belmar School  
Beltschover School  
Brashear Elementary School  
Brookline School  
Burgwin Elementary School  
Chatham School  
Clayton Elementary School  
Collins School  
Columbus Elementary School  
Concord School  
Crescent School  
Daniel Webster School  
Dilworth School  
East Street School  
East Park Elementary School  
Fairywood School  
Fineview School  
Forbes School  
Friendship School  
Fulton School  
Gladstone Elementary & Junior High School  
G. P. Letzche School  
Greenfield School  
Halls Grove School  
Harwood School  
Henry Clay Frick School  
Herron Hill Junior High School  
Holmes School  
Horace Mann School  
Humboldt Elementary School  
James E. Rogers School  
John Morrow School  
Knoxville Elementary School

Langley High School  
Larimer School  
Lexington School  
Liberty Elementary School  
Lincoln School  
Linden School  
Madison School  
Manchester School  
Mary J. Cowley School  
Miller Elementary School  
Morningside School  
Morse School  
McCleary School  
McNaughton School  
Mifflin Elementary School  
Oakwood School  
Ouzela School  
Overbrook Elementary School  
Prospect School  
Knoxville Junior High School  
Regent Square School  
Roosevelt School  
Schaeffer School  
Schiller School  
Shakespeare School  
Soho Elementary School  
South and South Vocational High School  
Spring Garden School  
Spring Lane School  
Sterrett School  
Sunnyside School  
Swissheim School  
Taylor Alldredge High School  
Thaddeus Stevens School  
Troy Hill School  
Westinghouse High School  
West Liberty School  
Whittier School  
W. H. McKelvy Elementary School  
Woolslair School

## TENNESSEE

### KINGSFORD

Andrew Johnson School  
NASHVILLE  
Barona Vista School  
Caldwell School  
Carter-Lawrence Elementary School  
Glenn School  
Head Elementary School  
Inglewood School  
James Lipscomb Elementary School  
Jere Baxter School  
McCaun School  
Napier School  
Park Avenue Elementary School

Pearl High School  
Stanford School  
Warner School  
OAK RIDGE  
Glenwood School  
Robertville Junior High School

## TEXAS

### AMARILLO

Emerson Elementary School  
Forest Hill Elementary School  
Hilltop Elementary School  
Humphrey's Highland Elementary School  
Lee Bivins Elementary  
Margaret Wills Elementary  
Mirabeau B. Lamar Elementary School  
Pleasant Valley School  
Robert E. Lee School  
St. Mary's Academy  
Sanborn Elementary School  
Summit Elementary School  
Sunrise Elementary School  
Wilson Elementary School  
Woflin Elementary School

### DALLAS

James Stephen Hagg School  
John Henry Brown School  
John Neely Bryan School  
Lakewood Elementary School  
Letot Elementary School  
Roger O. Mills  
Tom W. Field Elementary School  
Winnetka Elementary School

### DENTON

North Texas Laboratory School  
GRAND PRAIRIE  
Grand Prairie Senior High School

### LUBBOCK

Tom S. Lubbock High School  
SAN ANGELO  
McGill Elementary School

## UTAH

### LOGAN

Woodruff School

## VIRGINIA

ALEXANDRIA  
George Mason Elementary School

## WISCONSIN

### ELCHO

Elcho Joint School District #1

### HARTLAND

Hartland High School

### LODI

Lodi Public Schools

### MILWAUKEE

Lee School

## high school senior discusses attitudes . . .

"What creates attitude? Is a child born mean, good, discourteous, or inconsiderate? Where does this child get her first training, before she enters school at the tender age of six?"

These questions were asked by Rita Kay Stewart, senior high student at Polytechnic High School, Fort Worth, Texas. She answered them herself in a speech, "A Daughter Looks at Safety," before the Texas Safety Association's 16th annual Texas Safety Conference and the Governor's Highway Safety Conference.

Her answer: "In most every case the greatest influence on the child's development is exerted by the parents. It has been said that you do not really know a person until you have lived with him. You may pretend and bluff part of the time, but usually in the home the shell disappears and the true spirit comes out. Here, through a thousand implications, sayings, imitations, doings, and insinuations, your true attitude exposes itself for the young alert mind to grasp and follow."

## adult drivers go back to school . . .

High school classrooms in Pennsylvania are opening at night for adult driver re-education classes, a program sparked by the Keystone Automobile Club and the Pennsylvania Motor Federation.

The driver re-education classes are held for those drivers who have been found to be accident-prone or who have had their drivers' licenses suspended for more than 60 days. There are eight weekly evening sessions of clinical and rehabilitation work under the instruction of driver education teachers in a public high school or other school of secondary grade where comparable courses are offered.

Beginning January 1, 1956, a state law in Pennsylvania will require each driver who has had his license suspended for 60 days to take one of these courses at his own expense. No operating privilege will be restored or renewed until the operator furnishes proof of compliance with this section of the law.



# SAFETY on

## Part Time Jobs

### ..... food handling

Safety Education  
Data Sheet No. 65

#### What is the job?

1. Food handling is a term usually applied to that portion of the vast food industry which has to do with actually preparing and serving food for consumption. Today this is the fourth largest industry in the United States.

#### What makes this good part-time work?

2. Food handling is good part-time work because it reaches definite predictable peaks each day at the hours young people have open.

3. Seasonally, too, there are resorts, amusement parks, convention halls and department stores who put on temporary extra help.

#### Who can do this work?

4. The U. S. Department of Labor sets up certain minimum age standards for young people seeking employment, if the work involved comes under the jurisdiction of the Federal Wage and Hour Law . . . if it is directly connected with interstate commerce. In addition, every state in the union has enacted some laws setting minimum standards for young people, the types of work they may engage in, and hours they may work.

5. The high school boy or girl interested in part-time work in food handling should investigate the laws of his state as they apply to him. Generally he will discover that:

- a) He may engage in part-time work anywhere from age 14 on (though some states set 16 as the minimum

limit and other states allow certain types of work beginning with age 12, particularly where the young person will be employed in an establishment owned or operated by his own parent or guardian.)

- b) He can work not more than 40 hours a week, or 8 hours a day, when school is not in session; he can work not more than 18 hours a week, or 3 hours a day when school is in session. These are provisions of the Federal Wage & Hour Law. However, most restaurants, lunch counters, cafeterias, etc., are not under the jurisdiction of the Federal Wage & Hour Law but under state law. Prospective restaurant employees should check their state laws.
- c) His work must be performed between the hours of 7:00 a.m. and 7:00 p.m. (though some states will allow him to work at certain occupations as late as 10:00 p.m. and as early as 5:00 a.m.)
- d) He cannot accept an occupation involving operation of a bakery machine or freight elevator before age 18.

#### Who makes a good food handler?

- 6. Anyone who is healthy and co-operative



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can be a good food handler.

- a) Health is necessary because an unhealthy person cannot be employed around food.
- b) A co-operative attitude is necessary for several reasons, two of the most important being the safety of the customer and the safety of the worker himself. A meal that a customer of a restaurant eats is the work of many hands. Each person working in a restaurant is dependent upon the rest, whether it be two or 200, to do their individual shares, do them right and react to an emergency when it arises.

### What is the danger?

7. The average person may never think of food handling as a dangerous occupation. The fact is, however, that food handling does involve special skills, which present hazards unless every worker treats these hazards with respect.

8. Good, plain common-sense is the greatest measure for safety there is. The young worker should enter upon his part-time job resolved to use common sense. It will tell him to:

- a) walk, not run;
- b) keep aisles clear at all times;
- c) remove the electrical cord from wall socket or plug-in when cleaning motor-driven equipment;
- d) avoid sudden motion or quick turns;
- e) see that broken chinaware and glassware is placed in the separate containers provided; and
- f) never reach for any object without looking.



*A prime rule: obey the supervisor.*

9. A prime rule for the safety of the new food handler is: obey the supervisor. He is responsible for direction of all work; a part of his responsibility is concern for the employee's welfare on the job. His directions are not random; they are calculated to give adequate training and a safe way to do things and to schedule and apportion work so that each employee can carry out his job safely.

10. If a food handler should be injured while on the job in any way, first aid should be obtained immediately. Even the smallest injuries should be cared for without delay; otherwise, infection may develop.

### Type of job

11. To describe the types of work available in restaurants, it might be best to describe in general terms what goes on in the average restaurant. First, the menu must be planned, and someone must estimate how many customers will come in and what they will eat. Using the menu and the estimate, the food must be ordered, received, stored and prepared. When a customer orders, preparation is completed and a definite portion of each item is put on the proper dish and served. Afterwards dishes are washed, money is collected from the customer, and records are entered.

12. The average restaurant will thus employ:

- a) Supervisors of all types,
- b) Receiving clerk,
- c) Cook, including fountain or short order workers,
- d) Dishwashers,
- e) Servers or pantry workers,
- f) Greeters or hostesses,
- g) Bus boys or girls,
- h) Waitresses or waiters,
- i) Cashiers,
- j) Clerical help,
- k) Maintenance men.

### The restaurant job and its hazards

13. *Bus boys or girls.* The beginning restaurant worker will probably be employed in this capacity. As such, he or she will be an assistant to waiters or waitresses, with the principal duty of helping to set up or clear tables, carry and serve food. In this job the young worker faces the same hazards he will meet later as a

14. *Waiter or waitress.* This is not a difficult job to learn, for there is a definite way each item should be served. Mastering the serving plan set up by the restaurant and learning the location of each item is basic to safety, as well as to advancing on the job. The waiter or waitress (and the bus boy or girl who assists him) should:

- a) *Wear good, sensible shoes.* This job requires that the employee be on his feet for long hours. The work will be easier if correct comfortable shoes are worn. Sensible shoes, of good leather, with composition soles, will protect the feet from falling cutlery



or glass and will prevent slips and falls.

- b) *Not carry too much in his hands.*  
Use a tray for efficiency and safety.
- c) *Be careful not to overload trays.*  
Lifting or carrying too heavy a load may result in a strained back or a pulled shoulder or arm muscle. Also, articles stacked too high on the tray will impede vision, make it more likely that the worker will bump into fixed objects, persons, or swinging doors.



- d) *Warn other persons when walking by with a loaded tray.*
- e) *Watch for swinging doors.*
- f) *Follow the accepted traffic pattern; otherwise there may be a collision with a co-worker. For example, dining room workers should learn early which doors are used to enter the kitchen and which to leave it.*
- g) *If anything is spilled or dropped, clean it up immediately or stay with it until it is cleaned up.*
- h) *Be particularly careful when carrying or serving something hot, particularly hot liquids. Coffee pots should be checked to make sure there are no fine line breaks in either the neck of the glass pot or the handle.*
- i) *Be careful when tapping a coffee urn for tea water. There are usually two faucets on a steam-jacketed urn. One is for coffee; the other has hot water condensation from steam which provides tea water. Before tapping this faucet, the waitress should check the machine gauges to be sure hot water is present; otherwise she may be burned by a blast of steam.*
- j) *Promptly report and remove from service all chairs that are broken,*

*splintered or that have loose joints.*

- k) *As a member of a team, assume responsibility for reporting any hazards detected which could result in accidents either to the staff or public.*

15. *Car hop.* An increasing number of high school girls are taking this as part-time work. The hazards involved are highly similar to those just outlined for a waiter or waitress. In addition, the car hop should

- a) Avoid loading a tray too heavily as it may otherwise become impossible to properly affix the tray to a car door.
- b) Make sure the tray is firmly attached to avoid spillage, with consequent injury or property damage to either the car hop or to customers.
- c) In adjusting the tray, use proper care to avoid pinching the fingers in the snap lock mechanism.
- d) Use extreme care in crossing driveways to serve patrons. Avoid backing away from the car.
- e) Be careful not to step in grease from cars on the driveways. The drive-in will have driveways sanded or cleaned on schedule; however, incoming cars can spill grease on the driveway. Report any grease puddles immediately.
- f) Clear up any spillage from trays immediately, as well. Remember ice cream or butter spilled on pavement can be dangerous.

16. *Receiving clerk.* Another possible beginner's job in a restaurant is that of receiving clerk. This individual must check invoices, keep records, and be sure of the quality of merchandise received. Incoming packages are likely to be heavy, and major hazards involved are those of any shipping department.

- a) Learn to lift with the legs, not with the back.
- b) Get help for heavy packages.
- c) Use a hand truck whenever possible.
- d) Treat nails, wires and splinters with respect. Use heavy canvas gloves to protect the hands; wear them whenever cartons, barrels or similar containers are handled.
- e) Use only the proper tools to open containers, as instructed by the supervisor. Return the tools to their proper places when the job is finished.

- f) Be sure there are no open containers of food nearby when shipping containers are being opened.

17. *Dishwasher.* This is an excellent job for the novice in the restaurant business. With modern machinery and sanitation requirements, it is also a job far removed from the old-fashioned method of washing dishes by hand. However, the modern working aids utilized on this job present special hazards.

- a) Start off with a pair of medium heavy shoes in good condition, with composition soles and heels. In addition, wear the waterproof apron provided for the work at all times.
- b) Modern soaps and detergents, particularly those used for machine washing of dishes, pots and pans, are extremely hard on human skin. Machine soap should never be used for hand washing. The powder or solution should be rinsed off immediately if it gets on hands or arms. Instructions for making the wash solution should be followed exactly.
- c) Steel wool or similar abrasives should never be used in cleaning pans or equipment. Tiny pieces can get into the hands. They might also be left in the pan to be mixed later with food.
- d) Be particularly careful of scalding hot water. If the job demands that hands be put in hot water, protective gloves should always be worn. And rubber gloves do not insulate against heat!



*If something is spilled, clean it up immediately.*

- e) Heavy gloves should be worn to lift hot plates from the dishwasher.
- f) Guards should always be in place to keep hands from getting caught in the dish machine or in the dish machine conveyor. There are also guards which cover chains, belts and gears on the side of the machine. These should also constantly be in place to avoid catching clothing or hands.

18. *Cook.* This is a fascinating occupation which can be learned easily by the interested person of average intelligence with the ability to read, write and do simple arithmetic. There is also enough kitchen work not requiring previous training available so that a young man or woman can start slowly and work up to more complicated jobs. But at any level there is great responsibility for safety.

19. For the safety of customers, food must be kept at the proper temperature (so as not to promote growth of bacteria); and foreign objects . . . pieces of bone, nut shells, cherry pits, nails, chips of china or glass, etc. . . must be kept out of the food.

20. For the cook's own safety:

- a) He should never tackle a job without previous and full instruction.
- b) He must never use a kitchen tool, whether mechanical or hand, unless someone in charge has given him full instructions on how to use it properly.
- c) He will use only the proper knife for the job he is doing. He will be sure his knife is sharp enough; blunt tools are more likely to slip and cause harm.
- d) When he has finished with the knife, he will lay it down on the inside of the table or counter only. Or he will replace it in a holder from which it cannot be knocked on the floor, dropped on someone else's foot or leg, or picked up by the blade by mistake. He will never try to catch a falling knife.
- e) He will be careful in the use and storage of other kitchen tools, such as long, pointed forks.
- f) He will never leave the handles of pots sticking out from the stove.
- g) He will never use a wet rag to handle hot pans. He may be burned by steam if he does, or the handle may become slippery, causing him to drop the hot contents of the pot on himself.
- h) He will work carefully at a hot gas stove. Before lighting the stove, he will make sure the oven is clear of gas and that there are no obvious gas leaks. When lighting a gas range or any gas appliance, he will find it helpful to light with a fountain straw rather than a match, lighting the straw *before* the gas jet is turned on. He will also remind the supervisor to have a regularly scheduled cleaning of the grease flues and vents.

- i) He will not lift hot, heavy containers of food without help.
- j) He will be sure that all pots, pans and other equipment are stacked carefully.
- k) He will keep his own work area clean.
- l) He will not indulge in horse play with knives or other kitchen tools.



*The receiving clerk should get help for heavy packages.*

21. *Server or pantry worker.* These people, both men and women, make sundaes, carve the meat, make individual salads, sandwiches or hot plates. In small establishments, at drug store counters, or cafeterias, young people have a chance to try this kind of work early in their food handling career. The work requires the ability to judge size and weight; in many cases it offers an opportunity for the person with an artistic flair. Hazards are similar to those outlined for cooks. But there are also special hazards:

- a) When carrying stacks of plates to be used in sandwich serving, hands must be dry; otherwise, it is impossible to get a good grip on the dishes. Only as many as can be handled should be taken at one time. Taking a stack of extremely hot dishes is very unsafe.
- b) When placing a stack of dishes in or removing them from a warmer, be sure there is sufficient hand room between the dishes and the heating pipes for the unit, or painful burns may result.
- c) Care should be taken when picking up glass utensils which have been kept in or on refrigerator tables and where condensation has occurred. Hands should be dried in order to get a firm grasp. When reaching into a refrigerator for food, fingers should be kept from contact with the blower unit.
- d) The person who works at a steam table should eat plenty of salt in his daily food in order to keep bodily salt con-

tent high. Sweat bands or similar articles should be utilized to keep perspiration from dripping into foods. Extreme caution should be used when removing fitted trays from steam tables, so as to avoid steam burns.

- e) The steam table employee should clean up any spillage in a work aisle.
- f) There will often be floor boards and care should be taken to avoid tripping. Report broken boards promptly.
- g) Use of a steam-jacketed coffee-urn requires extreme care. Because the faucets are usually located at eye level, the top is high above the worker's head. He or she should stand on a small wooden stool in order to see while pouring the coffee or hot water or removing the coffee bag. Otherwise boiling water might pour over the sides of the urn. Fountain or short-order workers should follow the same precautions.

22. *Fountain or short order worker.* This food handler has duties similar to those of the cook. But there may be fountain workers in establishments which are not large enough to have cooks as such. The same safety rules apply as for cooks and as for pantry workers, with added emphasis on care in the handling of glass containers. There is usually a large amount of glass used at a fountain; the fountain worker must be careful to avoid breakage. If something should be broken, he must clean up the broken pieces immediately; he must also be careful to serve no food into which any chip may have fallen. In addition, he should:

- a) Be careful of all mixers and choppers. These implements should be kept away from the general work area. Machinery must not be placed between fountain and customer.
- b) Pull the plug before cleaning or adjusting any electrical machinery.

23. *Assistant to Maintenance Man:* The job of maintaining a restaurant is one of growing importance as the equipment becomes more numerous and complicated. Stoves, choppers, slicers, mixers, air-conditioning equipment, etc., all require preventive maintenance and repairs.

24. Maintenance men and their helpers must share with management the responsibility for making sure all guards are kept on choppers, slicers, mixers and grinders and that they are kept in good condition.

25. Maintenance men can also do much to keep other workers safe by painting such hazards as hot pipes, steps or ramps in bright red or yellow hues. Floors that may be slippery can be coated with abrasive substances. They should also make sure that barricades are in place to keep customers and employees out of areas in which construction or repair work is underway. When electric cords or other lines must be laid across floor areas, adequate cross-overs should be provided to eliminate any tripping hazard.

26. However, in doing his work to protect co-workers, the maintenance employee must also take care for his own safety. This involves:

- a) always using the right tool;
- b) proper storage of tools;
- c) attention to proper lifting; lift with the legs, not with the back;
- d) proper use of ladders:
  - 1) A portable ladder, when in use, should be inclined at an angle of about 75° from the horizontal, and the top and bottom should be firmly secured. It is advisable to have the ladder held at the bottom by a co-worker.
  - 2) Users of stepladders should see that the ladders are fully open and that all four feet are on firm footing before starting to climb;
  - 3) Always face the ladder when ascending or descending; have both hands free to hold the railing. Working equipment should be carried in suitable pockets or be handed up by another person;
  - 4) Shoes should be free from mud or grease to avoid slipping.

e) special care when doing electrical work. Switch must be off or plugs pulled before repairs are begun on any mechanism. Repair work must never be done where refrigeration or steam pressure is involved unless under the close supervision of skilled craftsmen. Machines must always be tagged while undergoing repair so that they are not turned on while under repair.

#### 27. Cashiers:

- a) The point of a spindle on which pay checks are collected can be a hazard.
- b) The drawer of the cash register may be pushed shut on unwary fingers.

28. *Clerical Workers* in a restaurant . . . encounter hazards similar to those encountered by any office worker; common-sense in carrying out everyday duties is in order.

29. *Greeter or Hostess.* This employee plays a special role in the safety of customers and fellow employees. She or he should watch for splintered table edges or chair legs, weak chairs, torn carpets . . . any repairs which should be made.



This data sheet prepared by: L. W. Maxson, Manager, Restaurant Division, Marshall Field & Co., Chicago.

### Other Safety Education Data Sheets available are:

- |  |   |   |
|--|---|---|
| (1) Bicycles                             | (24) Places of Public Assembly                  | (46) Safety in the Wood Shop                            |
| (2) Matches                              | (25) Fireworks and Blasting Caps                | (47) School Fires                                       |
| (3) Firearms, Rev.                       | (26) Domestic Animals                           | (48) Unauthorized Play Spaces                           |
| (4) Toys and Play Equipment              | (27) Swimming                                   | (49) Bathroom Hazards                                   |
| (5) Falls                                | (28) Small Craft                                | (50) Safety in the General Metals Shop                  |
| (6) Cutting Implements                   | (29) Play Areas                                 | (51) Safety in Pupil Excursions                         |
| (7) Lifting, Carrying and Lowering       | (30) Winter Driving                             | (52) Highway Driving, Rules, Precautions                |
| (8) Poisonous Plants                     | (31) Night Driving                              | (53) Safety in the Machine Shop                         |
| (9) Electric Equipment                   | (32) Winter Sports                              | (54) Summer Jobs: laborers, home yard, service-stations |
| (10) Pedestrian Safety                   | (33) Traffic Control Devices                    | (55) Motor Vehicle SPEED                                |
| (11) School Buses                        | (34) Safe Conduct in Electrical Storms          | (56) Welding and Cutting Safety                         |
| (12) Flammable Liquids in the Home       | (35) Poisonous Reptiles                         | (57) Safety in the Auto Shop                            |
| (13) Passenger Safety in Public Carriers | (36) Motor-Driven Cycles                        | (58) Winter Walking                                     |
| (14) Chemicals                           | (37) Animals in the Classroom                   | (59) Safety in the High School Chemistry Laboratory     |
| (15) Hand Tools                          | (38) Railroad Trespassing                       | (60) Safety in the Farm Mechanics Shop                  |
| (16) Nonelectric Household Equipment     | (39) Bad Weather: Hazards, Precautions, Results | (61) Floors in the Home                                 |
| (17) Sidewalk Vehicles                   | (40) School Parties                             | (62) Hazards of Discarded Iceboxes and Refrigerators    |
| (18) Camping                             | (41) Home Workshops                             | (63) School Bus Safety: Educating Pupil Passengers      |
| (19) Alcohol and Traffic Accidents       | (42) Horseback Riding                           | (64) Safety in the Graphic Arts Shop                    |
| (20) Cooking and Illuminating Gas        | (43) Hiking and Climbing                        |   |
| (21) Solid and Liquid Poisons            | (44) Hook and Line Fishing                      |   |
| (22) Safety in the Gymnasium             | (45) Summer Jobs—Farm                           |   |
| (23) Laboratory Glassware                |   |   |

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## An Open Letter Continued from page 18

influencing human behavior—there is no more difficult assignment in the teaching field. We must remember that our work is essentially with individual human beings and their behavior in coping with complex patterns of modern traffic conditions. We sometimes become so immersed in our *written tests*, and *performance tests*, and *psychophysical tests*, and *detonator tests* that we forget that we are dealing with sensitive, emotional and impressionable human beings.

If we develop qualities of skill, judgment and maturity behind the wheel of a high-powered automobile, we will be developing skill, judgment and maturity in other complex human relationships as well. Because of the tremendous impact that our teaching can exert on our students, those of us who teach driver education assume a great and fundamental responsibility. Therefore, we must continue to study and to learn more and more about the physical, mental and emotional characteristics of the pliable and impressionable adolescents in our custody.

Perhaps we can summarize our thoughts in this way.

It has been our privilege to grow up with an important and challenging new educational movement. We have each had an opportunity to make a significant contribution to that movement: *First*, through the promotion of an idea that was worthwhile, and *Second*, through the molding of the educational pattern into which that idea should take form.

Although we have actively participated in the early evolution of the driver education program, we now face an even greater responsibility in guiding its progress in the future. It will be bound only by the confines of our prejudices and the limitations of our capacity to provide progressive, inspired and creative leadership. There still remains much work in the vineyard for all of us if we are to harvest in abundance the fruits of our labors. This work must be undertaken with vision, skill and determination.

Because those persons working actively in the field of driver education are so competent, so creative, and so dedicated we may harbor a great optimism for the constructive influence of this program on the youth of America in the decade to come.

## Here's Help As You Train Five-Year-Olds for Fire Safety

Below is the SAFETY EDUCATION October safety lesson for kindergarteners. Following the lesson and adding her own ideas, the kindergarten teacher can give her small charges a good background in fire safety education at

the same time they are rehearsing their first fire drills. The teacher may wish to take advantage of Fire Prevention Week, slated for October 9-15, for attention to this unit.

### October, 1955

### Fire Safety

Language	Music	Rhythms	Literature
<ol style="list-style-type: none"> <li>1. What causes fires?</li> <li>2. How do we call the fire dept?</li> <li>3. What does a fireman look like?</li> </ol>	I'm a Fireman—Ginn & Co.	Going to fire Putting out Coming back	Original fire stories  <b>Record</b> Young People's Record "Engine No. 97"
Fire Drill	Work Period	Vocabulary	Miscellaneous
How to line up Where to go No. of bells	<ol style="list-style-type: none"> <li>1. Make fireman's hat</li> <li>2. Draw pictures of fireman and fire equipment</li> </ol>	Matches Hook and Ladder Truck Chief Alarm box Hydrant Extinguisher	<ol style="list-style-type: none"> <li>1. Invite fire dept. to come and give their safety talk</li> <li>2. Visit the fire station</li> <li>3. Find school alarm box and fire extinguishers.</li> </ol>
Written by Juanita Bergum, kindergarten teacher on leave from the Detroit Board of Education, Detroit, Michigan.			

OCTOBER 1955

Lower Elementary

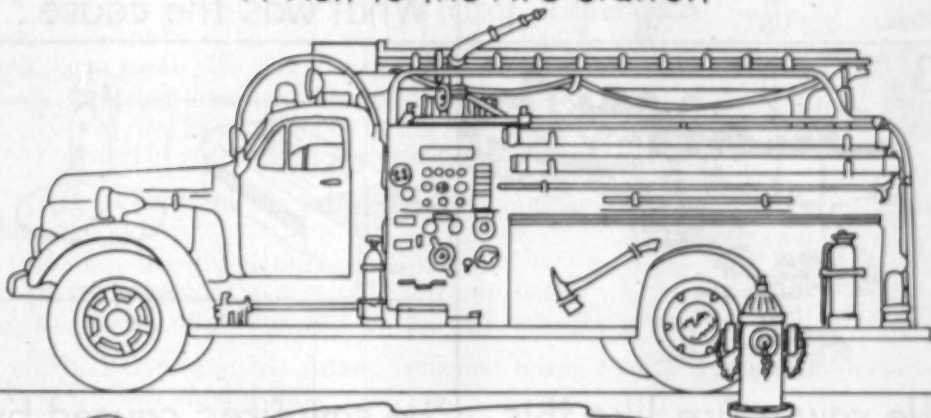
# safety lesson



Sketch S-0502-A



## A Visit to the Fire Station



*Prepared by Leslie R. Silvernale, Associate Professor, Continuing Education, Michigan State University, East Lansing, Michigan, and Roland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.*

1. Spotty has seen many fires. He does not like fires. He says: "Don't let fires start."



2.



"He saw a fire like this. What was the cause?"

3.



"He saw a fire like this. What was the cause?"

4.



"He saw fires caused by these. What was the cause?"

### Things To Do

1. Visit a fire station. Ask the firemen: how you can help prevent fires; what to do if there is a fire; what are the fire dangers in your neighborhood.
2. Write a story about your trip.
3. Demonstrate what to do if your clothing is on fire; if another child's clothing is on fire.
4. Dramatize what to do if your home is on fire; when only children are at home; when grownups also are at home.

Answers to questions at top:  
 2. Rubbish piled in and around the house can cause or help spread fires. Children can help to keep premises clean. Or they can help their parents or older brothers and sisters to clean up the house and yard so that fire can't start or spread.  
 3. Children burned some leaves; that fire spread to the grass and eventually to the house which is burning. Young boys and girls should never start bonfires; only your mother or father should light a bonfire.  
 4. Small children should not play with matches at all. Their parents should keep only safety matches in the house—and should keep those out of the reach of very young children. Children should not use candles either. If you must go into the dark to look for something, use a flashlight.





Sketch S-0502-A

OCTOBER 1955

Upper Elementary



## safety lesson

### Fire Prevention

Underline the safest thing to do.

1. Sam was going fishing with his father. His father took some matches so they could have a fire to cook their noon meal. He should have
  - a. carried loose matches in his pocket
  - b. carried loose matches in his fishing tackle box
  - c. carried matches in a water-tight container.
2. After Sam and his father had lunch, they went back to their fishing. They should have
  - a. left the fire to burn itself out
  - b. smothered the fire with dirt or water.
  - c. raked what was left of the fire into the grass.
3. When Sam and his father returned home, Sam put away the left-over matches. Sam should have
  - a. placed the matches on a high shelf
  - b. placed the matches on a shelf over the stove
  - c. placed the matches on a low shelf close to the stove.
4. Mary invited several friends to dinner. Her mother said she could have candles on the table but she could not find the candle sticks. She should have
  - a. stuck the candles to saucers
  - b. stood the candles in glasses
  - c. given up the idea of using candles.
5. One day Mary helped her mother by ironing the handkerchiefs. When she had finished ironing, she should have
  - a. disconnected the cord at the outlet in the wall
  - b. left the cord connected and turned off the switch on the iron
  - c. left the cord for her mother to take care of.
6. One day Mary noticed the floor lamp cord was worn. She should have
  - a. told her father about it
  - b. placed the worn part under the rug
  - c. paid no attention to it.



Prepared by Leslie R. Silvernale, Associate Professor, Continuing Education, Michigan State University, East Lansing, Michigan, and Roland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

7. Once when Mrs. Smith was frying some bacon the fat in the pan caught on fire. She should have

- a. smothered the fire with a pan cover
- b. poured water in the frying pan
- c. carried the frying pan outdoors.



8. One day Mrs. Smith decided some clothes needed to be dry cleaned. The safest thing for her to do was to

- a. dry clean the clothes in the kitchen
- b. dry clean the clothes outdoors
- c. send the clothes to the cleaner.

9. Sam got home from school an hour before his mother returned from work. One day he smelled gas when he opened the door to go into the house. He should have

- a. looked around the house to see where the gas was coming from
- b. left the door open and hurried to a neighbor for help
- c. shut the door and waited outdoors until his mother came home.

10. One of Sam's jobs about the house was to take the ashes out of the furnace. He should have

- a. put the ashes in a wooden box
- b. put the ashes in a metal container
- c. put the ashes in a cardboard carton.

11. Sam belonged to the cub scouts. The scouts were practicing what to do if one's clothing caught on fire. They should

- a. run to blow the flames out
- b. stand up and take their clothes off
- c. lie down and roll over and over.

12. One day when Sam was walking to school, he saw smoke pouring out of the basement window of a house. The first thing he should have done was to

- a. warn the people in the house by pounding on the door and yelling "fire!"
- b. run to tell a neighbor to send in the alarm.
- c. run into the house to help put the fire out.



Answers: 1-c, 2-b, 3-a, 4-c, 5-a, 6-a, 7-a, 8-c, 9-b, 10-b, 11-c, 12-a.

## Some Things To Do

1. Discuss the safe and unsafe things to do in the stories in this lesson. Tell why they are safe or unsafe.

2. Dramatize the following:

- a. How to call the fire department
- b. How to put out fire in one's clothing
- c. How to leave a burning building.

3. With the other members of the class, prepare a home inspection blank. Ask your parents to help you inspect your home for fire hazards with this blank. Bring your filled-in inspection blank to class and tell of your findings.

4. Invite the fire department to send a fire truck to the school. Ask the firemen to tell the children about the equipment on the truck. Ask them to tell the children how they can help prevent fires.

OCTOBER 1955

## Junior High School

# SAFETY LESSON

## FIRE



Sketch S-6503-A

### Forest Fires in One State

Florida Forest Service reported that in one twenty-four hour period—from 8:00 a.m. March 2 to 8:00 a.m. March 3 of 1955—fifty-nine new wild fires were detected and suppressed and 1,261 acres were burned. The number of wild fires from January 1 to March 3 of this year totaled 2,994 and burned 81,410 acres.

### Use Arithmetic to Get the Whole Picture

Based on the above information, find the answers (carried to two decimal places) to complete the following statements:

1. The average number of acres destroyed by each new fire in the 24-hour period mentioned was \_\_\_\_\_ acres.
2. The average number of fires per day from January 1 to March 3 (counting March 3 as a full day) was \_\_\_\_\_ fires.
3. The average number of acres destroyed by each fire from January 1 to March 3 was \_\_\_\_\_ acres.
4. If the daily average of fires in Florida continued, the year's total would be \_\_\_\_\_ fires.
5. Using the average number of acres destroyed per fire for the first 62 days and your answer to question 4, the number of acres destroyed by fire in 1955 would be \_\_\_\_\_ acres.
6. If all states had the same number of acres destroyed by fire as indicated in your answer to question 5, the total acreage destroyed would be \_\_\_\_\_ acres.

Do you begin to get the mental picture? Do you now understand the poster picture better? One spark left at a campfire can cause tremendous damage. In order to gain a better understanding of the seriousness of forest fires, follow through on the activity listed below.

### Follow-Up Activity

Ask an agriculture student and a forest ranger to visit your class and serve as resource persons to discuss the following:

- ▶ The principal timber crop of your state
- ▶ The average stand of timber per acre
- ▶ The average value of mature timber per acre
- ▶ The various industries dependent upon a lumber supply
- ▶ The number of years it takes for a tree to be mature enough to cut for timber
- ▶ The number and value of timber acres destroyed this year in your state
- ▶ The major cause of forest fires
- ▶ The steps being taken by the forest service to prevent fires
- ▶ The things you can do to help fire prevention

**Note:** Be sure to include the above items and others you may think of in the letter of invitation you send to your resource people. In order to utilize resource people wisely, it is always a good idea to inform them *beforehand* what information you need.

Prepared by Dr. Vincent McGuire, Associate Professor, College of Education, University of Florida. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One in 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.



Approved: (1) 21.17  
Reviewed: (2) 21.19  
Reviewed: (3) 21.22  
Reviewed: (4) 21.25  
Reviewed: (5) 21.28  
Reviewed: (6) 21.31

## Test Your Fire P.Q. (Prevention Quotient)

Under each of the pictures shown below check (a) whether it is a safety violation or a method of preventing fire (b) explain why in each case.

1



Violation \_\_\_\_\_ Safety Measure \_\_\_\_\_  
Reason \_\_\_\_\_

2



Violation \_\_\_\_\_ Safety Measure \_\_\_\_\_  
Reason \_\_\_\_\_

3



Violation \_\_\_\_\_ Safety Measure \_\_\_\_\_  
Reason \_\_\_\_\_

4



Violation \_\_\_\_\_ Safety Measure \_\_\_\_\_  
Reason \_\_\_\_\_

5



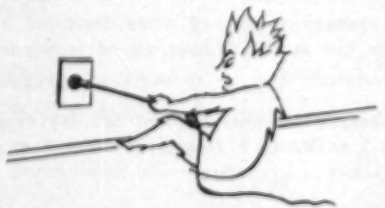
Violation \_\_\_\_\_ Safety Measure \_\_\_\_\_  
Reason \_\_\_\_\_

6



Violation \_\_\_\_\_ Safety Measure \_\_\_\_\_  
Reason \_\_\_\_\_

7



Violation \_\_\_\_\_ Safety Measure \_\_\_\_\_  
Reason \_\_\_\_\_

8



Violation \_\_\_\_\_ Safety Measure \_\_\_\_\_  
Reason \_\_\_\_\_

Answers: (1) Safety measure, because fire can't spread and will go out because of lack of oxygen; (2) Violation, because extremely flammable cleaning fluid, especially gasoline, should not be used; (3) Violation, because ironing board will be set after; (4) Safety measure, because all kerosene should be poured with water before burning down; (5) Safety measure, because rabbit could start a fire through ironing board; (6) Violation, because person should be in place; (7) Violation, because rabbit could start a fire by grasping the plug; (8) Violation, because a 1¢ piece could cause an overload on the wiring and cause a fire.



OCTOBER 1955



Senior High School

# SAFETY LESSON

## FIRE



### Could This Be Your State?

The following is a news item regarding forest fires in one state.

New forest fires sprang up at scattered points in \_\_\_\_\_ (State) today as continued dry weather and brisk winds created a "tense situation" throughout the state's woodlands.

The latest fire was discovered near Woodbury. It blazed all night, destroying some 300 acres of timber before fire-fighters could bring it under control.

Some 875 fires have broken out over the state creating what the director of the Forestry Commission called a "tense situation."

What do you know about the forest fires in YOUR state? What are some of the steps being taken by state, county, and city authorities to help prevent fires?

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### You Have A Job

How can you communicate the importance of the forest fire problem to your community? Select one of the several activities listed below and see how well you can gather and present information to make people more conscious of the importance of fire prevention.

#### News Columnist

In this role, you should gather data on the following: (a) the number of forest fires this year, (b) the major cause, (c) the lives and money lost, (d) a comparison of this year's damage with last year's damage, (e) the preventive steps being taken, (f) suggested remedies. This should be a "crusade" type of writing.

#### On the Spot Reporter

Write a description of a forest fire, bringing in the action, destruction, fear, and suffering that accompanies such a disaster. Describe it in vivid phrases that will appeal to the reader. Get your information from talking to several people who have witnessed a forest fire. This should have "human interest" appeal.

#### Radio Interview

Work with a classmate and develop a radio interview. One person should be a forest ranger and the other a "roving reporter." During the interview bring out some of the facts that the "news columnist" will need to get for his column. This oral interview should bring the forest fire "into the living room." Use a third student for sound effects in the background.

## Forest Ranger's Report

This should be written and should contain the following: (a) how news of the fire was received at the ranger's office and the exact time, (b) how the alarm was spread, (c) status of fire—raging or just starting, (d) the first steps to gain control, (e) the men and equipment used, (f) time consumed in stopping fire, (g) injuries to personnel and estimate of damage to trees and animals, (h) analysis of cause, (i) preventive measure being taken. This should be written in a terse, objective, and clear manner.

## Use Your Knowledge of Science

Not all fire damage is caused by forest fires. A great percentage of fires begin in the home and in our everyday life. See if you can explain the *scientific* reason for each of the following safety rules.

- ▶ Never use kerosene or gasoline to start a fire.
- ▶ Don't empty the dust from a vacuum cleaner bag into the furnace or near an open flame.
- ▶ Always turn off the ignition of the car when getting gasoline.
- ▶ Never pour water on a grease fire in a skillet.
- ▶ If you must go through smoke, move as slowly as possible. Crawl or keep low. Protect lungs with wet towel or rag.
- ▶ If a person's clothing catches fire, wrap him in a rug, coat, or woollen blanket—starting at the neck.
- ▶ If your home fuse burns out when an additional piece of electrical equipment is added, don't replace the fuse with a larger size.
- ▶ Avoid handling electrical cords and devices when your hands are wet.

## EXPLAIN THE RULE

Listed below are sets of pictures. Write the fire prevention rule (FPR) in each case which will defeat "The Flame."



FPR \_\_\_\_\_



FPR \_\_\_\_\_



FPR \_\_\_\_\_



FPR \_\_\_\_\_



FPR \_\_\_\_\_



FPR \_\_\_\_\_

# Views AND REVIEWS

*Textbook of Healthful Living*, Harold S. Diehl, M.D., McGraw-Hill Book Company, New York, 1955. 792 pp. including appendices.

In this fifth edition of Dr. Diehl's comprehensive health textbook, he names accidents as the first of the major health problems because of their importance as preventable causes of death. Citing the 9,600,000 persons injured in accidents in 1952, Diehl reminds us that 300,000 became permanently disabled and an additional 96,000 died, and goes on to give some practical safety rules in home, industrial, motor vehicle and general safety.

Although hampered by lack of adequate space to present the accident picture in full, Diehl skims the surface with facts, figures and graphs and manages to give a fairly dramatic picture of safety problems and efforts to cut down accidents. There is more on the importance and incidence of farm and industrial accidents on pp. 555-556.

*Growing Up Safely*. Put out by the program department, Campfire Girls, Inc., for Blue Bird, Campfire Girl and Horizon Club leaders, this 12-page booklet is based on material planned and prepared by Mrs. Irmagene Nevins Holloway, safety consultant for the Campfire Girls' organization.

Colorful, with clever illustrations, the book takes up first the Blue Bird, discusses what a Blue Bird is like, what a Blue Bird needs, games and projects a Blue Bird can do to increase her knowledge of safety. The same information is given for the Campfire Girl and the Horizon Club member. The booklet also lists ways that a leader can be an example, safety-wise, to her girls. Easily read, well-planned booklet.

*Physical Education For High School Students*, a book of sports, athletics, and recreational activities for teenage boys and girls. Published by American Association for Health and Physical Education and Recreation, Washington D. C. 416 pages, with 250 illustrations and tables. Cloth bound, \$3.00; durable paper \$2.50.

Undertaken to stimulate a broad program of intramurals and athletics in junior and senior high schools, this book is written to serve either as a text in high school physical education courses or for supplementary reading. A teacher's guide and standardized tests will be available for those who use the book as a text. Book was written by 43 well-known experts in

the field; over 100 prominent educators collaborated on the book. Twenty of the 32 chapters are devoted to the history, rules, skills, strategy, courtesies . . . and safety . . . of 20 different sports.

*Driver Education* by Leon Brody, Ph.D., and Herbert J. Stack, Ph.D. Published by Prentice-Hall, Inc., 70 Fifth Avenue, New York 11. 448 pages, \$6.00. Designed to prepare teachers to improve their instruction in driver education. Includes problems, drawings, photos, charts, graphs, tables. Takes up traffic problems and traffic safety programs, materials and methods for classroom instruction and practice driving. Discusses organization, administration and extending of driver education.

## for SAFETY PATROL EQUIPMENT

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Meet the members of the Lucky Safety Club, Wilmette, Illinois. Meeting weekly in basements of their homes, the boys study safety, make it their responsibility to warn friends about unsafe habits they observe. The club is now directed by the mother of two of the boys, although the club was their own idea. Founders of the club are sons of Harry Porter, Jr., Traffic and Transportation department, National Safety Council. Club members are, left to right, standing: Allen Versino, Mike Melford, Denny and Chuck Porter, Lee Rooker. Kneeling: Tom Cheatham, left, and Kenny Versino.

### DE teachers supported . . .

A bill aiming to make financial aid available for the Driver Education program in Texas and making DE teachers as much a part of the school system as any other teachers is currently being worked on by the Texas Federation of Women's Clubs. According to Miss Eudora Hawkins, Conservation chairman of the group, the bill does not propose to make driver training courses compulsory, but in giving them financial aid, will remove a main obstacle to a state-wide Driver Education program.

### Maine passes driver ed law . . .

A law providing special subsidies for driver education to towns, cities, plantations and community school districts throughout the state of Maine has been passed by the Maine legislature.

The law provides for:

- Ten dollars for each pupil satisfactorily completing the driver education course during the school year 1955-56
- Thereafter, ten dollars for each pupil satisfactorily completing the driver education course, for the first year it is instituted in a given school.

Salaries and traveling expenses for a state director of driver education, clerical assistance and supplementary teaching aids essential to the program were also provided for under the new law.

### preparations in Walla Walla . . .

"Civil defense is primarily a matter of the protection of individuals from disaster, whatever the cause. Whether the tragedy comes in the form of a flood or an atomic attack, similar principles of self protection and mutual assistance are necessary. . ."

With these words, the Civil Defense Manual of Walla Walla Public Schools, Walla Walla, Washington, explains the need for Civil Defense. Compiled and given to each teacher in the school system by the Safety Committee of the Walla Walla Public Schools, the manual delves into such topics as "Meeting Emergency Situations," "School Responsibility in Emergencies," "Organizing to Meet Emergencies," the separate responsibilities of school board, superintendent, principal, teacher and student.

A comprehensive guide to a civil defense program in the school, the book explains preparations needed for all types of disasters from natural disasters to atom bombs, explains why certain things must be done, lists in detail all warnings, signals and preparations that should be made now, before the emergency starts.

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### safety education guide published . . .

A comprehensive guide to safety education techniques, suggesting a program of safety education for the elementary and junior high school years has been published by the Board of Education, City of New York. The booklet is a cooperative project of the Greater New York Safety Council, the New York University Center for Safety Education, and the New York City Board of Education.

Included in the booklet: declaration of the goals of a safety program, scope of the safety program, check-list of safety for the school building, teacher-training in safety, safety education objectives in the elementary grades through junior high school, evidences of pupil growth in acquiring safety habits and attitudes, organization of student safety clubs and councils in schools, as well as school safety patrols.

### driver education manual comes out . . .

Everything from the duties of the driver education teacher and the legal aspects of driver training to maintenance and repair problems of dual control automobiles is explained in the new *Driver Training Instructor's Manual*, published by the Los Angeles City School Districts, Division of Instructional Services.

A complete, 40-page manual covering all aspects of driver education, it includes such subjects as: the administrator's part in driver education, legally barricading public streets for driver education, civil liability, cost of driver training and re-imbursement by the state, course content and class organization, proper selection of students, testing and grading, getting the driver education car fixed, necessary driver education records and forms, and what to do following an accident involving a dual control automobile.

Exhibits in the appendix have such material as sample letters to parents, laws pertaining to driver education and driver education problems, and a policy and procedure statement. Though the manual is marked "tentative," it should prove its worth to driver education teachers and administrators in Los Angeles.

### Lonnie Gilliland is Ph.D.

Lonnie Gilliland, safety director for Oklahoma City schools, took on a new title recently, becoming "Dr." Gilliland at University of Oklahoma summer commencement ceremonies. Lonnie's thesis was on practices in safety education.

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## TRADE PUBLICATIONS

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The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

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1. **Safety Patrol Equipment:** A 12-page, 2-color catalog features companies complete line of safety patrol equipment. Shown are: yellow, white, and plastic safety patrol belts, caps and helmets, patrol badges, rain coats, capes, school traffic signs, etc. Sizes and prices included. Graubards, Inc.

2. **"Safety First" Catalog:** Safety First for children at play is the keynote of the new catalog distributed by manufacturer. The catalog illustrates playground equipment for park, recreation and etc. Clear-cut illustrations of apparatus "in use," is accompanied by concisely prepared copy, pointing up the features of each product. Jamison Mfg. Company.

3. **How to Prevent Athletes Foot:** Bulletin describes the cause of athletes foot, shows how skin toughener prevents athletes foot by restoring the skins natural resistance to fungus attack. Onox, Inc.

4. **Safe-T-Stak Steel Storage Files:** A new two-color, four-page, illustrated catalog No. AL-2804 shows seven of the most popular Safe-T-Stak file drawers available. Each size unit is fully described. Recommendations and explanations are given for the type records each is designed to house. Diebold, Inc.

5. **Safety Patrol Raincoats:** Bulletin illustrates new school safety patrol raincoats with colorful reflective Scotchlite patrol emblems on front and back of coat. The emblem reflects light in concentrated brilliance and gives added protection on dark, rainy days and at night. Conney Products Co.

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### SAFETY EDUCATION

SEPTEMBER 1955

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Safety Education for October, 1955 • 48

## Safeguard the Spectator

*Continued from page 13*

It is surprising the number of people who come to public affairs who are not physically fit to be there. You may ask: must a school provide first aid and emergency medical care for such persons attending a public event? Whatever your feelings in the matter, with the number of spectators involved, it is inevitable that there will be some need for medical aid. I believe it should be provided, in the interest of safety and public relations.

Throughout the event, vendors must be controlled. They should not leave empty cases in aislesways. They should not dispense liquids in bottles; there have been serious injuries resulting from persons stepping on bottles or broken glass.

Particularly at athletic events, the crowd must be watched to see that they do not let their enthusiasm get out of hand, make them a menace to one another. Police must spot trouble makers, quiet them down before they arouse a crowd. If an uprising should develop over, say, a controversial play, police, ushers and all employees should unite to quell the disturbance.

Occasionally, the weather may change during an event. If exitways, sidewalks and the like are coated with ice or snow during a performance, the areas must be coated with salt or sand to prevent falls.

During the performance also, police and/or fire guards should be alert to enforce any no smoking rules, to watch for possible fire or other emergencies. Men on duty should always be familiar with the building, with location of fire equipment, operation of house lighting circuits and the like. Should an emergency develop, they can turn on house lights immediately, lower fire curtains if necessary and call the fire department.

We can't neglect departing guests, either. Here again we have a pedestrian and vehicular traffic problem. Our minimum responsibility is to see that they get to their cars and off campus safely. This may be more difficult than was getting the crowd in; they arrived over a period of an hour or so; they leave en masse. This makes well trained men plus a plan for traffic handling a "must."

Does it seem like a heavy schedule of responsibility? It is. But it is quite necessary. Safeguarding the spectator is just good sense for the school administrator!



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## A bullet sang through her sleeve



**A**FTER THE BATTLE of Spotsylvania, she wrote, "I have cooked ten dozen eggs, made cracker toast, blanc mange, arrow-root, washed hands and faces, put ice on hot heads, mustard on cold feet, written six soldiers' letters home, stood beside three death beds . . . It has been a long day . . ."

But no longer than the terrible day at Antietam, where as Blue and Gray fought to a bloody standstill, a bullet sang through her sleeve and killed the wounded soldier she was caring for.

Or Fredericksburg, where the dying lay frozen to the ground, and a shell fragment tore her clothing but could not frighten her from working while the battle raged.

It is not so surprising that after the war's end, this slender determined woman went on to found the American Red Cross, almost singlehanded. For Clara Barton had become an expert at meeting grim disaster.

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### SIX MURDEROUS BELIEFS

Six vignettes which tear down the improper attitudes which can lead to accidents. Such beliefs as 'safety is for sissies,' and 'accidents happen only to the unlucky,' are held up to a mirror of logic and reflected in all their foolishness.

### NOONTIME NONSENSE

Covers the problem of reckless, irresponsible, lunch period driving. Shows how the students themselves, at a typical high school, stamped out the 'car tag,' racing, and swerving at pedestrians, which had become cause for concern to parents and teachers.

### YOU'RE IN CHARGE

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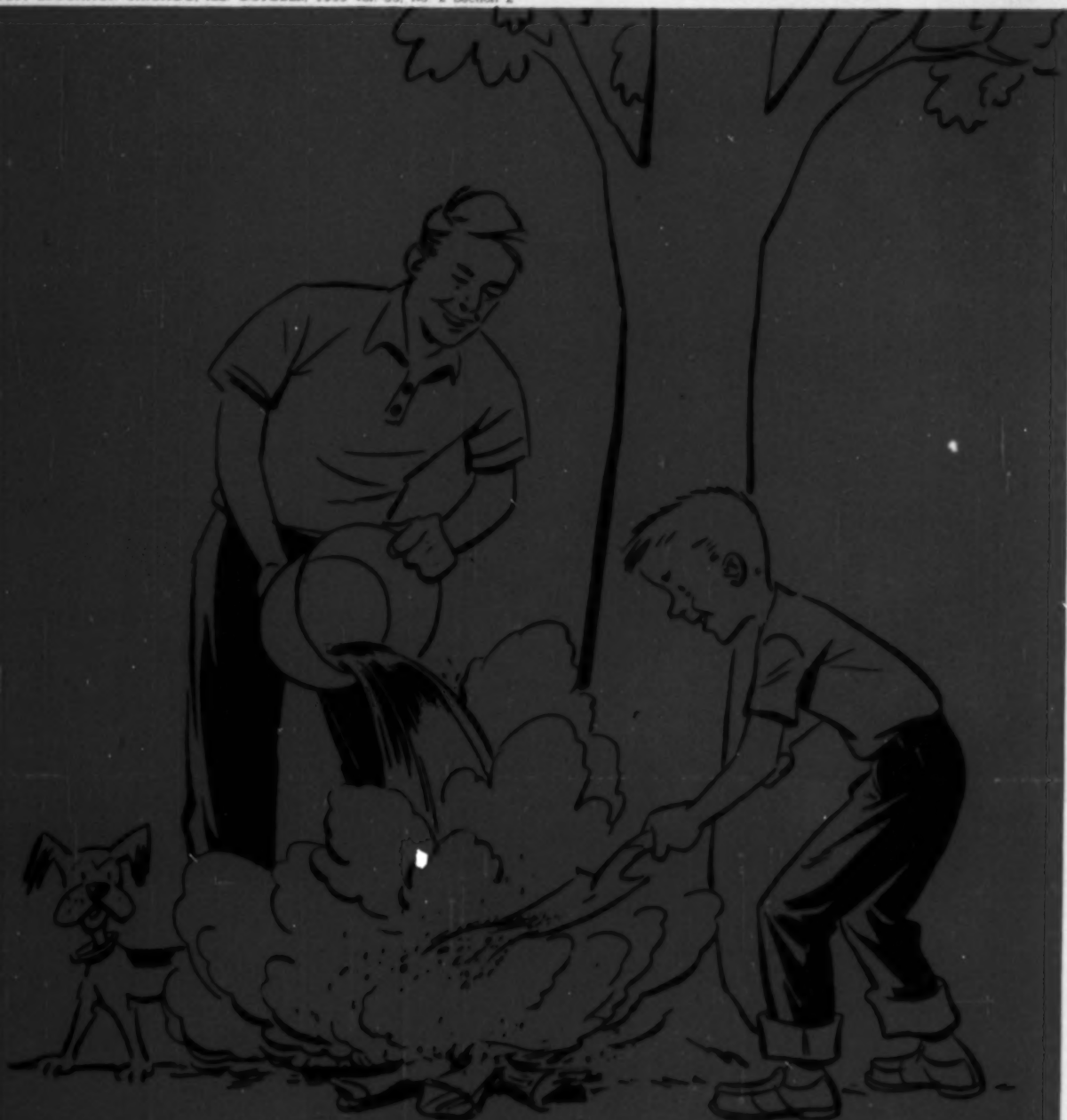
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